

School to the World of Work

Effective Preparation, Successful Transition and
Sustainable Policy for Youth in Europe.

Part 1:
Core Elements, Criteria
and Case Studies of Partner Countries





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Styrian Association for Education and Economics, Graz, 2010

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Denmark	VUE – The National Knowledge Centre for Educational and Vocational Guidance
Finland	University of Jyväskylä
Germany	Ruprecht-Karls-University of Heidelberg
Greece	Ellinogermaniki Agogi
Italy	Eurocultura
The Netherlands	Municipality of 's-Hertogenbosch
Poland	Jagiellonian University
Romania	Institute of Educational Sciences
Slovak Republic	Academic Association for International Cooperation
Spain	Andalusian Entrepreneurship Network



School and the World of Work

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“School and the World of Work”

The COMENIUS network “School and the world of Work” consisted of partner organizations from AT, DE, DK, CZ, EL, ES, FI, IT, NL, PL, RO, SK, started with 1st of October 2007 and ended with 30th of September 2010.

The central aim of the network “School and the world of work” was to give contributions for improvement of policies, strategies, structures and processes in Europe, to give all young people a chance for a successful pathway from school education to the world of work and employment. This task was seen as a part of European policies for the Youth, for education and employment, and as a part of Strategy for Lifelong Learning within the Lisbon Agenda and upcoming EU/ET 2020 for education, for employment, for lifelong learning and for social cohesion.

The network discovered, analyzed, documented, disseminated the casual elements of successful preparation, orientation, guidance, counselling and coaching of young people at the process from the initial education to a further pathway in profession and the world of work. Principle, criteria and methods of the network were: strict reference to European policies and strategies, evidence based exchange of experiences, transfer from best practise examples between the partner countries, analyse and description of special models in fields of special interest.

The Partnership consisted of various types of institutions with responsible and experience at the interface between school and world of work with additional background of national and regional networks.

The network partnership included member states with quite different situations concerning youth transition, benchmarks, employment ect., this was a relevant resource for interaction, exchange and common recognitions and was helpful to reach the main aim of the network: To identify the crucial criteria and elements of successful pathways for young people from the world of school to additional learning processes and to the world of work and employment, with the focus of successful processes of lifelong learning and social cohesion and participation and to support the participating institutions, their networks and partners, the involved partner nations and Europe to improve policies, processes and practice for preparing students in school for a smooth, sustainable successful transition to the world of work.

Five Thematic Conferences were held to the main topics and issues of the network, a handbook for stakeholder, policy maker and practitioners is available, as well as a list of recommendations and a checklist for all relevant areas of intervention, also in an electronic version.



1. Rationale and Background

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Peter Härtel, Michaela Marterer

Rationale, Background

The title of the Comenius-Network “School and the World of Work” itself was the programme and the objective of this European initiative. The main aim of the network was to provide effective, smooth and sustainable successful transitions of young people in Europe from initial education – school – to the world of work.

This main topic has at least three dimensions

- The educational dimension
- The dimension of employment and labour
- And the dimension of social cohesion and participation in society and democracy

The educational dimension includes the importance of well developed basic qualifications like literacy, reading and writing qualification, calculating, maths and science, and additional general and applied skills and knowledges, also the aspect of orientation about opportunities and access to further educational, vocational and professional pathways.

The dimension of employment and labour includes the central aspect of “employability”, to recognise, improve and develop talents and potentials of young people, also relating to the needs and demands of work places, enterprises and the labour market.

Third, the dimension of social cohesion and participation in society and democracy is one of the most important common European goals: Young people, who fail to find access to further education and employment after initial education have the highest risk to drop-out not only from school and education, but also of society and participation in democratic processes. The importance of all these dimensions of the topic “School and the World of Work” has increased dramatically since the starting point of the Comenius-Network “School and the World of Work”. Economical trends into recession, increasing rates of unemployment, especially of youth unemployment, higher barriers for access of young people into the world of work – all these phenomena are additional strong arguments to follow the aims and objectives as described in the aims and objectives of the Comenius-Network “School and the World of Work”:

The main aims and objectives of the network were

- To collect, to analyse and to disseminate and to transfer existing results, experiences and recognitions at the interfaces and transition between initial education, training and profession, especially from Comenius projects and other European, national, regional and local measures and activities in the field “School and the World of Work”.

- Exchange of experiences and networking between stakeholders, institutions and administrations, from the field of school, enterprise and business, social partner, public employment service etc. initiating, structuring and analysing for further developments.
- Identification, documentation and transfer of successful concepts and best practice of early guidance and counselling for education, training, career and profession.
- Basic needs for successful preventive measures in the education system and principle, criteria and concrete developments for European wide dissemination in various contexts of educational and employment systems. An additional focus is the improvement of basis competences, individual development of personal skills especially with a focus of ability to decision making and entrepreneurial spirit.

The overall goal is support to reach the Lisbon goals concerning to education and employment for young people. During the lifetime of the network new strategic developments were upcoming. The decisions of the European Council about the new Strategy “EU 2020” and Education and Training 2020” were an important framework condition for the network activities, to prove the work against concrete new aspects and responsibilities.

There is not in all countries a strong correlation between the performance in the educational benchmarks and youth employment and successful career development. One of the main goals of the network was to identify the essential criteria and elements of successful transition of young people from initial education to working life. The working principle in the network was to compare the performance in the European LLL benchmarks in relationship to the real situation of young people in the partner countries especially concerning to their access to the world of work and employment.

This network wanted to identify, document, compare, analyse and disseminate these principles, criteria, processes and preconditions, which are the real movements for successful transition of young people from initial education in the world of work and employment. The current situation of education and employment was the relevant framework for exchange of experiences, discussing best practice and to find common solutions for recent problems and challenges – a main approach of the network was to find out common principles, criteria and practical aspects for long term sustainable successful strategies, policies and developments to improve the processes of transition for young people on the way from “school to the world of work”.

The benefit of the network “School and the World of Work” is directed to the community of youth in Europe on the way from school to the world of work.

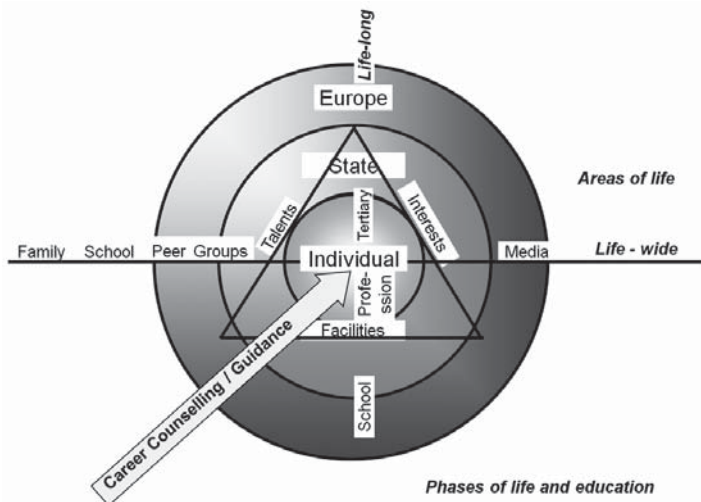
A direct involvement of young people happened in the responsibility of all partners in their own field of activity – local, regional and national projects at the interfaces between school and the world of work (e.g. AT, NL), in the field of qualification, education and training (e.g. EL, ES, IT), in the area of guidance and counselling (e.g. CZ, DK, SK), and in research and scientific approaches (e.g. DE, FI, EL, RO). In all of these activities the community of users were involved in a direct or at least indirect way, e.g. clients of transition projects, of guidance

and counselling, as students in qualification and vocational education courses or as population for field researches etc. Additionally stakeholder of all relevant network nodes were involved: Teachers, entrepreneurs, responsible persons of institutions like Public Employment Services, social partners, policy makers etc.

The way from school to the world of work is a complex process, in which several personal, institutional and political areas are involved – the wide spread dimension of the network guarantees to be aware of all important factors, influencing successful pathways from school to the world of work.

The proposed results of concrete examples of successful processes, recommendations and guidelines for policy, strategies and for activities, measures and projects in the field of education, school and the field of transition between school and world of work should support and guarantee a successful transition of a maximum of numbers of young people from initial education in career and employment in a smooth, sustainable way.

A concrete result of the network activities is the common awareness, that a successful transition needs more than high quality guidance and counselling in school – it needs interventions in the economic sector, it needs awareness in enterprises, it needs support of institutions, social partners, Public Employment Service, projects, peer groups, families etc. The graphic below makes visible the complex structure and process of ways from school to the world of work within the coordinate system between lifelong learning and lifewide living – the arrow should demonstrate the need to meet the individual interests and ideas of young people for successful ways from school to the world of work.



The Comenius-Network "School and the World of Work" made use of the high competence, diverse experience and differentiated competencies of the network partners from twelve European member countries, all of them involved in a lot of additional local, regional, national and European network activities.

The main approach was – regarding to the opportunities given by the framework of the programme, the budget and the work plan – to organize strong focused meetings with high work load, good preparation, and to organize communication and cooperative interactive work in between. This approach was closely orientated at the descriptions in the proposal: “The backbone of the common working approach is a series of five thematic conferences supported by preparation, interaction, collection, reflection, documentation mainly in three steps:

First step: Collecting the relevant European and national data, analysis, documentations in the field of transition educational – employment – regarding to the most important facts and criteria in the area of transition between school, further training and the world of work. Identification of areas and processes, which works well, also of gaps, deficiencies and discrepancies between good performance in educational benchmarks and Youth employment and vice versa. Documentation of examples of successful policies and strategies, good practice, innovative services and measures in the partner countries, also based on former Comenius and other European and national projects.

Second step: Five thematic conferences to the topics in the field of school and links to the world of work, transition between school, further training and world of work and improving policies, strategies, systems and services too facilitate smooth transition processes from school to further training and employment.

Third step: The results of the conferences and additional reflection and documentation will be clear concepts and recommendations in the identified areas of transition, clear definition of core criteria and elements of successful transition processes and improving the competences and quality of school and young people concerning to the task of the preparation for further training and employment.

One of the results is a handbook for all stakeholders in school, economy, social partners, policy makers on national and regional level, which is useful to analyse concrete situation in special fields of transition, gives example of good practice and improvement of structures, systems, processes and services. Specifying this common working approach the intentions and specific procedures to prepare the conferences were committed within the partnership.

The aim for the start-up conference in Vienna November 2007 were

- Present the recent situation in the partner countries in European benchmarks concerning young people
- Describe other dimensions of living, learning, working for youth in partner countries
- Compare strategies and perspectives to improve a smooth transition of young people from school to world of work
- Discover innovative future orientated approaches for strengthening communication, contacts and co-operation between the world of school and world of work

To fulfil this aim a survey was prepared based on the responses of all partner countries to the following questions

- Short description of the partner institution competences, contacts and involvement in regional, national and European activities and networks in the field of school and world of work.
- Situation and progress in the European benchmarks for education and training based on the third annual report of the European Commission
- Situation of strengths weaknesses, challenges and problems for young people in education, school employment, social life, access to the world of work from the recent point of view of the partner organisations
- Main national strategies and politics to improve the situation of youth concerning to the topics school and world of work
- Suggestions for special topics for strengthening the communication, contacts, cooperation between school and world of work, examples or good practice for innovative programmes projects measures in the own or in other countries
- Special interests and competences which should be discussion points within the network e.g. entrepreneurial education, self employment, coachings, school reform etc.
- Other questions, suggestions, themes from the own country point of view
- References (Detailed answers and information are collected in the first survey "School and the World of Work", February 2008, in the Conference report, also available at the website <http://www.school-wow.net>)

Based on the responses of the partner countries, the special experiences and interests by the partner organisation one of the results of the start-up conference was to build up so called "clustered working groups" for the main topics of the next three thematic conferences

- Prepare young People for a changing World of Work in School
- The Process of Transition from School into the World of Work
- Benchmarks, Criteria and Indicators, Recommendations

These clustered working groups prepared – in close co-operation with the common network – the thematic conferences "Preparing young People for a changing World of Work" and the following.

The working approach for this was, strongly supported by the coordinator, questions and templates for a common working approach.

Regarding to the special focus of the second thematic conference in Finland – "Preparing young People for a changing World of Work" the following lead questions were pointed out

- Competences and qualifications that young people need to enter the labour market
- Strategies used to assist young people in becoming "work ready"
- How should learning processes be improved to support young people in developing their competences and qualifications
- Innovative examples from schools
- Examples of good practice and cooperative methods

Additional information were collected to the other clustered working groups, to guarantee a good synergy and coordination between the activity lines within the network. Questions and results are published in detail in the website <http://www.school-wow.net>

The following conferences were prepared and organized following the same principles,

- Third Conference: Successful pathways from school to the world of work (Romania)
- Fourth Conference: Benchmarks, criteria and Indicators (Netherlands)
- Fifth and Final Conference: The Situation of Transition from School to the World of Work in Europe (Denmark)

The conceptual approach behind the three clustered working group concerning to the overall goal of the network was to make visible the complex, interdisciplinary, multiprofessional and intersectoral dimensions for strategies, policies, measures and activities concerning to the topic school and the world of work, but also to show practical aspects in the field of school education, to support the process of transition and to find indicators, criteria and benchmarks to describe and measure successful processes of transition. This approach of the common work was driven by the different background of the partners – pedagogical, research, regional project responsibility, municipality, educational policy, policy makers, etc. – the combination of the various point of view should guarantee a holistic approach of the common network as well as a concrete application of the results in the fields of responsibility of the project partners and additional actors at national and European level.

From the beginning of the network activities, dissemination and exploitation strategies were a strong focus of the coordinator and all partners. The dissemination and exploitation strategies work at least at three levels – at national (and regional) level in responsibility of each partner of the network, second in all the networks, in which the partners are involved (e.g. Coimbra group, PL, ELGPN AT, and many other), and concrete co-operation at European level, e.g. the personal involvement of the representative coordinator into the task group “Synergy between European founded Projects” within the European Lifelong Guidance Policy Network, the involvement of the German partner into the ELGPN, the additional cooperation between Slovak Republic, Hungary and Austria within National Lifelong Learning Strategy Projects etc. etc. – all this co-operation and contacts was used to give contributions for sustainable contacts, co-operation and common activities beyond the official duration of the network.

2. Executive Summary

Successful pathways of young people from school to the world of work are a central European target, at least by three main reasons

- Successful individual pathways from initial education to working life are the base not only for stable developments in employment and career development, but also for participating in lifelong learning and individual personal life ways.
- Access for young people into the world of work after initial education is a key feature of economic development, growth and welfare for the future – the use of all talents and potentials of young people is the only real resource for Europe for the future.
- Access to the world of work for young people has not only the economic aspect – it is a core element of social cohesion, participation of people in society and democracy, for living together in an intercultural community in Europe. The Lisbon-Strategy pointed out these aspects, especially in the educational benchmarks. But, at the other side, it is visible that the performance of countries concerning the Lisbon benchmarks can not guarantee the high performance of transition processes of individuals or at national level. The Comenius Network “School and the World of Work” has the approach to recognise the core criteria for successful pathways of young people from school to the world of work, to define success factors and obstacles at individual, institutional and national level, present good practices, define quality criteria for services and measures and give recommendations for improvement of good transition at regional, national and European level.

The network activities are concentrated at three main working lines

- Preparing young people in school for the world of work
- Successful transition processes from school to the world of work
- indicators and criteria for successful transition processes at individual, institutional, national and European level

Main milestones in the network are five conferences, dealing with these topics. Results, products and outcomes are a handbook for practitioners, recommendations for policy makers, and collections of reference activities.

The partnership consists of partners from twelve European member states, from the educational sector, economics, practitioner, researchers and universities, government, municipalities etc. – this wide range of institutional and political background guarantees a holistic view on the complex theme of the network.

Reports, results and recommendations of the network will be addressed at practitioners, policy makers and public to improve the preparation of young people for changing needs in the world of work, involving all relevant stakeholders and partners responsible for successful processes of transition from school to the world of work.



The outcomes of the network offer benefits for young people in Europe first, directly addressed are persons in the education system, teachers, headmasters, responsible administrators etc., stakeholder and policy maker in relevant institutions, social partners, policy makers at municipality, provincial and national level, and persons, who are involved in European policy processes.

The network has the approach to bring in the various points of view of the involved partners with their special national, cultural, institutional and personal background in a common process to produce products and results, which can be available for all actors in the field of school and the world of work in Europe.

Available are the

“School to the World of Work”

Effective Preparation, Successful Transition and Sustainable Policy for Youth in Europe.

Part 1: Core elements, Criteria and Case Studies of partner countries

Part 2: Concepts, categorised recommendations, checklists

And the electronic version of recommendations and checklists (part 2) on the website <http://www.school-wow.net>

3. Recommendations for Stakeholders and Practitioners

Introduction

As one of the most essential outcomes of the network S&WOW a set of recommendations were developed, which give proposals and suggestions for further actions and procedures to improve preparation and transition for young people to the world of work, using the recognitions and results of the network S&WOW.

The recommendations are addressed for policy maker and stakeholder as well as for practitioner in the areas of school, business and enterprises, administration and relevant institutions, not all recommendations for all target groups, but specified for the field of strategy and policy, and for practitioners in several areas. The following recommendations are based on

- Contributions of all partners of S&WOW out of 12 European member states, based on common templates and questionnaires and
- The summaries and surveys related to the thematic conference results,
- The outcomes of the clustered working groups within the network, as there were
 - Principles and criteria
 - Preparing young people in school
 - Process of transition itself

In general there exist a consensus about the broad range of multifactorial influences and various features of processes and pathways of young people from School to the World of Work, the aims and objectives, principles and categories, and stakeholders, actors, responsible institutions, persons, practitioners and stakeholder concerning to this process.

These aspects include at least the areas of

- Education system, beginning from the pre-school phase until post-secondary and lifelong learning processes
- Employment system and labour market
- Frameworks in society and social cohesion
- Aspects of health and welfare
- Economic development and competitiveness

All relevant EU policies should be respected - EU 2020, Education and Training 2020, Flagship initiatives like “New skills for new jobs” etc.

According to this aspects recommendations are divided in four sections

1. Policy and strategy
2. Preparation of young people in school for WOW
3. The transition process itself
4. Quality assurance and development for nations, services, processes and projects in the field of S&WOW

Recommendations

Policies and strategies at national level

- Awareness, responsibility and actions concerning the issue “young people at the way from School to World of Work” must be a focus in all relevant areas of policy and strategy at national regional and local level – in the field of education, economics and labour market, social affairs, social partners, and additional concerned fields of common work in these areas.
- National policies and strategies should set clear principles, criteria, aims and objectives concerning the issue S&WOW both in a qualitative and quantitative way, under a holistic perspective, including all stakeholders, responsible partners, but also with binding measurements, clear commitments and consequences depending on success and failing.
- National policies and strategies should include the issue S&WOW into a general LL perspective – with a clear quality perspective from the education process starting from early childhood phase, primary and basic education, interfaces between primary, lower and upper secondary, general and vocational education and further vocational and other education and training pathways, including the aspects of clear structured educational path ways, guidance and counselling within and outside the formal systems, quality of teacher training, development of career management skills, early work experience etc. – always in a common process together with all relevance stakeholders and actors.
- All activities should be orientated at the aim to enable young people to manage and plan their learning and work pathways from School to World of Work in accordance with their life goals, related to their competences and interests, the education, training and labour market, opportunities and to self employment.
- Bring together persons and institutions from various fields regarding to the process of School and the World of Work into a common strategic process – efficient co-operation between different sectors of education, economics, labour market and other areas is essential, building networks between the world of education and employment career development, social affairs, economic and business, health sector, out of school training and learning etc.
- Use professional tools to check status quo, to find new perspectives, like the SWOT method – strengths, weaknesses, opportunities, threats – to find out the areas to strengthen the strengths, reduced the weaknesses, use offensive opportunities and avoid threats. repeating SWOT periodically and evaluate progress effect and consequences concerning the process and progress of successful pathways of young people from School to the World of Work
- Make visible progress and effects in prior areas of strategies concerning successful pathways of young people from School to the World of Work to set concrete examples – as an evidence for effectiveness and connection between strategic approaches and developments and concrete development and activities in operational fields in education career

development etc.

- Develop a setting of measures, indicators and criteria for the national strategy concerning successful pathways of young people from School of the World of Work – regarding to principles and aims of the lifelong learning strategy at national and European level, and to the principles and aims of the strategies in relevant areas both quantitative and qualitative.
- Establishment of a subgroup within the lifelong learning strategy process, with special focus at the situation of young people at the interfaces between School and the World of Work, with a holistic perspective within the lifelong learning process. Collecting Data check aims and objectives, fulfilment and deviations, making proposals for adapting of existing or for initiatives to new activities, feedbacks loops and consequences, related to the situations at local, regional, national and European level.

Recommendations

Policies and strategies at European level

- The theme “School and the World of Work” (S&WOW) is related to European policies and strategies at all levels in several sectors – EU 2020, Education and Training 2020, Flagship initiatives, and other more – these strategic approaches should be seen in an integrative, comprehensive way under the perspective of effective preparation for young people in school and for smooth and successful transition into the world of work.
- The theme “S&WOW” includes at least the aspects of education, employment, social affairs, integration and social cohesion, active citizenships and has influence at other policy areas like health, poverty, etc. Due to these aspects a common view of strategies and policies at European Council and Commission level is necessary.
- The results of the Network S&WOW – especially the “Handbook” should be used in all European Union member in a regularly and sustainable way both at national and regional level. Beside the tasks dissemination and exploitation, fulfilled within the network agenda and continued by the partner organizations within their responsible action areas, their regional, national and European networks and partnerships a common European approach for improving preparation and transition of young people to the world of work should be established.
- This common European approach could be a kind of “European Task group for School and the World of Work” integrating members and partners of existing European networks and platforms like the European Lifelong Guidance Policy Network, the European Schoolnet, EQAVET, PES-Network and other, with the strong focus on the topics preparation and transition to the world of work from all relevant points of view.
- This task group could – based at recognitions, results and recommendations of the network S&WOW collect, document, analyze, interpret information and data concerning preparation and transition to the world of work in a regularly and continuous way, accompany, evaluate and compare the use of the S&WOW handbook, and measure and review the

consequences and effects of following activities in policy and practice in European member states at national and regional level.

- Additional to the progress reports of the ET 2020 process – or as a part of it – the impact of the use of the handbook and the policies and practice based on it should be reported regularly. Beside the European reference levels “Benchmarks” regarding the issues of S&WOW like ESL, base competencies etc. and employment data like youth unemployment the qualitative effects of preparation and transition processes should be recognized, reported and reflected, according to the proposed categories and criteria developed and described by the network S&WOW.
- Due to the importance of the theme S&WOW for the life and future of Youth in Europe and for the future of Europe in all dimensions - economic, employment, social, citizenship, culture and innovation – this theme should be permanent on the agenda of all relevant European policies and programs – Lifelong learning, ESF, Research and Development etc. – and as a priority of the European strategies and policies.

From policy to practice

The recommendations for policy and strategy at national and European level are primarily addressed to policy makers and stakeholders at national and European level. It is the intention of the network S&WOW to improve the contact and connection from policy to practice. Therefore a set of recommendations was developed, specified on the main working areas within the theme S&WOW: preparation in school, transition process and quality.

These areas were structured into several categories, for each of these categories a list of descriptors exist, which give the opportunity for a “quick-scan” of status, strengths and open fields for further developments concerning preparation in school, transition process and quality.

This setting of categories and descriptors is published in a separate publication “School and the world of work” Part II, available also in an electronic version in the website <http://www.school-wow.net>

The categories for the three areas are the following:

A.) Preparing young people in School for the World of Work

Sustainable successful transition pathways of young people start in an early stage in school. The more all concerned persons are aware about influence factors, success criteria and possible obstacles, and about professional procedures to support students in preparing their self for the process of decision making, and the next phases of education and profession, the more young people will succeed at this way.

This way should be based on clear recognitions about own talents and potentials, well developed key competences, reflected individual interests and

life perspectives, and based on an insight in the reality of world of work, by early work experiences, contacts with professionals from several areas of working life. This way should be accompanied by qualified teachers and counsellors, who support students at their way from school to the world of work, respecting and involving the personal background, family, parents, peer groups, and other relevant aspects.

This is a long-term, complex procedure, and a challenge for all involved persons and institutions in the education sector as well as in the world of enterprises, institutions, administration and government.

The following recommendations addresses these topics from the most relevant point of view of the schools, divided in 4 main sections, as there are

1. Contents of preparation in school
2. Elements of the process of preparation in school
3. Quality and transparency for preparation in school
4. Additional features for preparation in school

77 Descriptors give an overview for both stakeholder and practitioners in school about the most important aspects and elements of the issue “preparation in school”, and offer the possibility for a “quick-scan” about all these topics, as a base for further development, optimizing processes and a clear, evidence based strategy, policy and practical actions in school and their partners.

Categories for preparation in Schools

Contents of preparation in school

1. Development of career management skills
2. Knowledge of the individual potential of the students
3. Availability of career guidance & services (e-guidance) and information services at an early stage

Elements of the process of preparation in school

4. Networking of the school with stakeholders
5. Involvement of the whole school community
6. Bringing family to the process

Quality and Transparency for preparation in school

7. Minimal standards
8. Quality assurance
9. Certification and transparency of competences (e.g. portfolio)

Additional features for preparation in school

10. Bridging courses (time-out, early work experience)
11. Flexibility of educational pathways and individual approach
12. Strategy

B.) Transition Process

The transition process from school to the world of work is more than a step from one phase of life and education to the next phase of work. The transition process became a system by itself, with complex influence factors, long-term development aspects, related to all elements of life, to all personal perspectives, including educational, economic and professional aspects, personal and family dimensions, with consequences for individual and social effect at all levels.

The transition process starts in a very early stage, not always reflected, because early experiences concerning themes and contents, e.g. technique, social and other professions, could have strong influence to decisions and choices in later phases of the transition process. This is important also under the gender perspective, and with concern to the deep and rapid change processes in the world of education as well as in world of work.

All stakeholders who are responsible for partial aspects of the overarching transition process should see this process under a common and comprehensive perspective, with the commitment to communicate and to co-operate in the support of individual smooth and successful transition process, also in a perspective of inclusion and social cohesion.

The following recommendations address these topics from the most relevant point of view of the transition process, formulated in 12 categories, clustered in 4 main sections, as there are:

1. Stakeholder
2. Pedagogical approach
3. Process of Transition
4. Qualification and attitudes

50 Descriptors give an overview for both stakeholder and practitioners in all relevant areas to provide smooth and successful transition processes and offer the possibility for a “quick-scan” about all these topics, as a base for further development, optimizing processes and a clear, evidence based strategy, policy and practical actions in all fields of action.

Categories for the Transition process

Stakeholder

1. Network on local/regional level
2. Proactive role of local/regional government
3. Mainstreaming of good practises

Pedagogical approach

4. Reflections of the labour market
5. Continuous pedagogical didactical approach
6. Development of career management skills

Process of Transition

7. Tailor made approach for the transition process
8. Enterprises, WOW
9. Insight to the WOW also for teachers/counsellors

Qualification and Attitudes

10. Support by Institutions/ external organisations, guidance centres
11. External focus of schools and labour offices
12. Professionalism of career counsellors

C.) Quality Criteria for the transition system from School to Work

To measure and to evaluate effects and outcomes of policies, programs and practice concerning preparation young people for transition from school to work and the transition process itself is a central challenge for transition and quality management.

This approach contains several various aspects: strategic, systemic and structural dimensions as well as the process, practice and project level. Quality development and quality evaluation must consider all of these aspects, always with a strong focus on the individuals, on their needs and demands and orientated on the intended aims and objectives of transition processes.

Involved in this process are all concerned stakeholder, the quality of transition processes depends on clear common commitment, co-operation and co-ordination between all actors and an orientation of transition management concept at accepted aims and objectives, individualized for the students, also evaluated against criteria and benchmarks on meta-level.

The following recommendations addresses these topics under the most relevant quality perspectives, formulated in 10 categories, clustered in 3 main sections, as there are:

1. Sustainable system
2. Professionalism
3. Networking

62 Descriptors give an overview for both stakeholder and practitioners in all relevant areas to evaluate and develop the quality of preparation and transition processes and offer the possibility for a “quick-scan” about all these topics, as a base for further development, optimizing processes and a clear, evidence based strategy, policy and practical actions in all fields of action.

Categories for Quality Criteria for the transition system from School to Work

Sustainable system

1. Develop a clear/defined concept of the transition pathways on all levels
2. Ensure learning and knowledge creation in the system that builds on experience from clients/people, professionals, policy makers, economic sector
3. Evaluation against criteria of success and evidence, involving clients
4. Ensure sustainability of the activities on national, regional and organizational level

Professionalism

5. Professional staff Behaviour
6. Qualification and continued development of Staff competence
7. Adequate duration of intervention/activity in accordance to the clients needs
8. Practice based on ethical standards

Networking

9. Transparency and promotion of the services to all relevant actors
10. Networking and Cooperation between all actors in transition

The checklists for the Categories you find in:

“School to the World of Work”

Effective Preparation, Successful Transition and Sustainable Policy for Youth in Europe.

Part 2: Concepts, categorised recommendations, checklists

Please find the electronic version of recommendations and checklists (part 2) on the website <http://www.school-wow.net>

4. Elements of the issue School and the World of Work

4.1

Preparing Young People in School for the World of Work

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The development of skilled people is essential to the continued wealth of European nations and to their social cohesion. Schools have a vital role in encouraging individuals to drive to the development of skills. This role covers a wide variety of tasks and issues, from sufficient basic education, recognition of own talents and potentials, orientation for further educational and professional pathways and improvement of personal career management skills. In this article some core tasks of the role of school concerning preparation and transition are described, also as a background for the additional tool of recommendations with descriptors and checklist.

Career education and management skills

Pupils should be given equitable amount of advice in choosing career and career education. Teachers should have a reasonable amount of training in career education.

Essential features for a good preparation of students are the availability of career guidance and services (also e-guidance) and information services at an early stage and the development of career management skills.

Career management skills is widely employed yet other terms are used to refer quite a similar set of skills. These are “lifeskills”, “transition skills”, “school-to-work curricula” and “career development training”. Among the European Lifelong Guidance Policy Network the definition of CMS is following: “Career management skills refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organize self, educational and occupational information, as well as the skills to make and implement decisions and transitions”. In a modern society there are signs that the notion of career as a one-time choice is being replaced by the notion that individuals need to construct careers and career identities through-out their lives. Therefore career management skills (CMS) are vital for the success of individuals and societies as a whole. For young people CMS are essential for example in the period of transition from school to training or work. When CMS are properly covered it can increase employability and promote social equity and inclusion. CMS curricula usually include learning competences that support decision-making, opportunity awareness, transition learning, and self-awareness. CMS curricula should empower individuals which means the curricula stress “learning

about work”, where the focus is on a critical understanding of oneself in context of world of work. A strong CMS curricula connects with learners’ everyday life. Curricula should recognize, acknowledge, and build on learners’ life experience. A truly empowering curricula does not assume a deficit perspective in relation to minority or risk groups, and does not see them as being made of individuals with problems, but rather a persons with resources.

Knowledge of the individual potential of the students

There is an increasing and compelling need for identifying students’ potential with the view to meeting their needs and being able to offer courses and activities tailored to their profiles. Teachers should be aware of the potential of all students via a certain portfolio, separately kept for each student; this should include the students’ marks throughout all school years, teachers’ descriptive evaluation and any other comment or any type of activity each student has so far participated. This info will actively contribute to the identification of each student’s profile and competences. Apart from the portfolio approach, a data mining tool could be implemented. Standardized data analysis of test results is no longer sufficient. In a technology and information driven society, a preferable approach is to combine advanced technology with methods for alternative assessment to identify human potential. Data mining entails the automatic discovery of trends and patterns in large amounts of data. It is a technique based on the interpretation of such patterns in data leading to knowledge discovery. Discovering student strengths and weaknesses is not part of standard achievement testing practices, rather assessing current performance is. Typically, assessment practices do not elicit data that can be useful in the discovery of new knowledge about student potential. Data mining allows for the generation of specific and general queries (about student performance), and these are possible if appropriate data has been collected and is present in the assessment process. The technique promises to discover knowledge that may give an overview of students’ potential.

Networking of the school with stakeholders

Successful transition of students to the follow-up level of education or labour market needs from the school among other things, maintaining contacts with various institutions in its vicinity and stakeholders. The stakeholder can be any person, group or organization that is interested in successful transition of pupils that are directly affected by the smooth transition, or because outcomes of transition may affect them to some extent. The stakeholders include representatives of parents, follow-up level schools where most students continue their education, potential students, employers and representatives of municipal and regional authorities, or school inspection. By maintaining the contacts with stakeholders the school on one hand obtains the necessary information and, on the other hand, plays an active role in shaping the face of its surroundings.

The process of formation of networks with stakeholders it is recommended to base on existing contacts. Often helps to organize meetings with stakeholders to discuss transition issues whose solutions the stakeholders can help to solve. To identify the local school key partners can be used stakeholder analysis, in which a prediction of stakeholder needs and interests can be confirmed as well

as their capability to influence transition of pupils to the labour market, and their motivation to cooperate with the school. Stakeholder analysis can also determine best ways how to reach full range of stakeholders. The core stakeholder network should consist of about ten people who are interested in cooperation with school, and through this channel find other partners interested in some specific issues. To engage stakeholders it is recommended to develop an action plan built on the objectives, the school expects from collaboration with them.

Strategy

All processes in a school must be managed with a view to improving their quality. The standard is usually applied consistently to internal processes of school facilities and is closely monitored by their superior levels responsible for the quality of education. Less attention has been paid to the interaction with the surrounding environment of school. Here is more space for the decision and activity of individual school. Usually presentation of school on the public, interaction with the surrounding environment is the main distinctive sign of quality of education in the public eye. Particularly important role in this evaluation ranking is success of graduates. Although some vocational schools have an advantage working in the dual system of education for other schools should this be rather a challenge to achieve a similar level of relations with the external environment than a psychological barrier.

Secondary school has to prepare and publish updated strategy to assure the successful transition of graduates to the labour market. Such a strategy could contain specific labour market analyses and typical employment pathways of the graduates, identification of the main obstacles of employers and graduates and measures to eliminate detected mismatches and/ or general specific problems of transition process.

Quality assurance

The management of school and extracurricular activities is needed to achieve the objectives of the schools in the successful transition of graduates into the labour market. Support for school management is an adequate quality management system. Such systems have long tradition in the business environment. Increasingly, however, also are applied in the public administration. From here, then sometimes are transferred to public schools. Ideally, when the school itself takes the idea of promoting quality management and perceive it not as a formal step. There are plenty of quality management systems which are suitable for schools. It is usually possible to buy the system with the support of a professional consulting organization. The training of members of school leadership is essential. The school has to implement system based on the quality assurance principles covering at least education process, guidance and student's support, preparation of the staff and networking of school with labour market.

Involvement of the whole school community

In the process of preparing students for transition to follow-up levels of education or the job market is involved all teaching staff and occurs throughout the whole school attendance, although the main attention is usually devoted to penultimate and final year students. Attention should be paid especially to students who do not have a clear-cut professional interest, or those whose work expectations do not fit with their personal abilities or current development of labour market. It is important that the school has an action plan to facilitate the successful transition of students, and sets up an internal school coordinating group that to these activities attracts the entire school staff. An important role in the process of preparation for world of work and transition play parents, bringing family to the process is essential, family should be actively involved in career guidance of the students.

Bridging courses (time-out, early work experience)

The bridging courses emphasize on diagnostic assessment, individualized instruction, short-term learning goals and learners' independence; through such courses the tutor is available to play various instructional, personal support and management roles. Bridging courses can work as a testing period, in which a person that has decided to follow a career may see through practical experience whether a job really fits him/her. Additionally early work experience is an excellent opportunity to get an insider's view of an industry and get the chance to network and make contacts that could prove to be very helpful for securing a permanent position after graduation. Even if work experience isn't related to one's future career, it contributes to developing skills that are essential for and transferable to most jobs.

Flexibility of educational pathways and individual approach

Flexibility seems to be the core concept of educational change directly related to key qualifications and transferability. It is regarded as an input/throughput factor for the delivery of required competences which respond to the social and economic demands in the European community. The educational system should be structured in such a way that flexibility and greater freedom is available, i.e. transition from the one type of education to other (from conventional to vocational and vice versa), low attendance rate under certain circumstances, curriculum choice, alternative learning pathways and teaching methodologies, design of different pathways for becoming skilled, transferability of skills, mobility of trainees, etc. Additionally the educational system should support services available for all students, reflecting the concept of personalized learning; the underlying inequalities should be taken taking into consideration, such as the social class, gender, as many research data have demonstrated that youngsters may follow differentiated itineraries, but they do not necessarily have more control upon them.

Certification and transparency of competences (e.g. portfolio)

Competencies are a signal from the employer to the individual of the expected areas and levels of performance. They provide the individual with a map or indication of the behaviours that will be valued, recognised and in some organisations rewarded. Competencies can be understood to represent the language of performance in an organisation, articulating both the expected outcomes of an individual's efforts and the manner in which these activities are carried out.

School graduates and HR managers have to understand each other and speak the same competency language.

In the field of modern European policies, particularly in vocational education and training plays a dominant role the question of training certification and transparency of acquired competences. Theory dealing with this issue is quite extensive and accessible (Competence-based assessment). In addition to traditional issues in vocational education is necessary to draw attention to the needs of general education. Publicly are known initiatives in ICT skills (Computer Driving Licence) and in the language skills.

Less often the systems of knowledge and skills certification address the needs of employers. Assessment and certification prefer assessment appropriate for school systems, primarily to facilitate student transition to the next stage of education. We do not want to go deeply into situations where the evaluation will focus on gaps in pupil knowledge instead corroborated his knowledge.

In projects that take into account the needs of the employers requirements appears request to evaluate the graduate's personality completely. School-leaver attitudes and character traits are equally important for the employer as school-leavers expertise and practical skills. On the other hand, the employer does not necessarily distinguish the source of the school-leaver's skills. Schools who are able to confirm the non-formal and informal skills acquired by student offer a more attractive result.

The school must place emphasis on comprehensive certification for traditional employment areas of graduates but must not neglect all tool that promotes transparency of graduate competencies in the broader labour market. The transparency can be crucial in turbulent labour market when traditional values disappear and the graduate must find place in new areas.



4.2

Transition from Education to Working Life

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Youth is a crucial time of life when young people start realizing their aspirations, assuming their economic independence and finding their place in society. The transitions to adulthood and to the world of work often take place simultaneously, and this is a difficult time for many young people. However, if this transition can be made easier by effective assistance in making a good start in the world of work, it will positively affect young people's professional and personal success in the future stages of life.

Alana Albee, Chief, Country Employment Policy Unit;
Azita Berar Awad, Director, Employment Policy Department,
(Matsumoto, Elder, 2010).

The nature of transition

In the lifelong prospect the transition from the initial education to working life, independent if it is the secondary or tertiary education is understood as the first and most important life experience in frame of relationship between learning and vocational working (Bańka A., 2007).

Transition from the initial education to working life is one of a number of issues, which youth face growing to the maturity, among others like getting economic independence, leaving household and forming a family, and personal development (Rożnowski, 2009). There should be stressed that this transition is a consequence of the prior transition, which often is disregarded for children need to make a smooth transition from primary school to the initial years of secondary education. Secondary education and skill acquisition make sense only if primary schooling has been successful. It is in frame of compulsory education that is why it seems to be at less importance, notwithstanding the age of children, who are at about 13 years old.

Early, but the most noteworthy longitudinal research conducted by Gesell and his colleagues, revealed two points in time during adolescence (10 to 16 years old) to crystallise career choices (Gesell, Ilg and Ames, 1956). The first one at approximately age 13, and the second at about age 16. Before, at the age of about ten, plans concerning their careers are rather indefinite and unrelated. All other later research support that conceptualization and lead to the conclusion

that the career choice process in adolescence is not necessarily a continuous one. The period of discontinuity starts about the midpoint of adolescence and lasts variously depending on an individual.

The second transition is from lower secondary school to upper secondary level or to work, often when adolescents are choosing subjects prior to the end of compulsory schooling (in the countries where the educational systems allow that). The process goes on mostly in the period of indecisiveness, and the decisions that they make in that time have major implications for later educational and work paths.

Thus, career guidance needs to be part of the process to help them to make a smooth and success transition to the world of work (Härtel, Noworol, Bańka, Kremser, (eds), 2005). However, often lower secondary school personal career guidance frequently targets those who are not selected on the basis of real needs like low vocational maturity, uncertainty and indecisiveness or difficulties in decision making.

The third and supplementary transitions are from upper secondary school to tertiary level of education or to work, and from university to doctoral studies or to work, and so on.

Career guidance needs also here to accompany the process that helps young people to make a smooth and successful transition. However, there arise a complex problem of specific career guidance needs of particular groups of students. Starting from regular students in transition from study to employment, throughout the international students, distance learning students, the students who are dropping out from or changing their courses or universities, and ending on the mature students returning to study. Special attention should be paid for the students who are dropped out from the university and on the mature students including dropouts, who return to study for they are often not catered for.

Thus, the transition from school to work must be examined as a period that involves more than one single transition between education and employment or unemployment (Hillmert 2002), and which lasts a number of years. It should focus on the entire sequence of changes on labour market. The problem of complexity arise, because variation in time and nature of labour market changes, create a huge number of theoretically issues for practical solutions what these transition sequences look like and how they vary according to different localities. Another important point is that, as a rule, classifications and descriptions of transitions from school to the world of work are made on a national basis. It should lead to policy awareness to measures that target not only major groups or people typical for given localities.

However, the primary transition from initial education to working life is a crucial period in the life of young people, because their first access to the labour market have an exceptionally remarkable effect on their employment history over the future life span (Biela, 2007, 2005; Korpi, de Graaf, Hendrickx and Layte, 2003). Biela (2007) pays attention to the importance of success in the first transition from initial education to working life. There is a psychological mechanism called Imprinting at play. It means that the first experience marks a stable trace for entire life span in consciousness of young people. Starting the work just after graduation facilitate to learn positive behavioural habits,

attitudes, work standards and to create successful career paths. Thus, in case of not successful transition the unemployment gives no chance to young people to learn positive attitudes of working life. The unemployment instead of first employment is a kind of psychological tragedy for individuals, who learn habits of temporariness, instability, apparentness and who can enter the area of pathology and social deprivation.

Transition from the initial education to working life is more than a certain point in life for many reasons. It is a lasting in time complex process of changes from adolescent dependence to adult independence in frame of economy and family involving the possibility of forming a family and maintain a new own household. Finding a satisfying job can be also quite time consuming, and a number of uncertainties usually emerge during this process for the labour market status of young people is not well protected and react more sensitively to socioeconomic changes (Gangl, 2002). Integration into the labour market is not necessarily completed by taking up one's first job or an apprenticeship. In consideration of these facts, transition to the labour market aspire to be a sequence of complex dimensions, like:

- realization of pathways from a status of student to the status of full time worker;
- joining (further) education and work;
- passing through a choice of educational levels, settings and various relationships with the labour market;
- different experiences and competences and activities like sport, recreation, journeys, which do not have direct relation to work neither to education but contribute to maturity to working life.

It seems that the idea of lifelong learning (Härtel, Freibergova, Kasurinen, Schiersmann, Noworol, 2007) is an response to multiple transitions, which increasingly characterize citizens' lives: particularly from the World of Education (VET, high and higher education, further training, etc.) to the World of Work (employment, entrepreneurship, unemployment, etc.), (Baňka, 2007; Härtel, Noworol, Baňka, Kremser, 2005).

School to work transition programs

The educational curricula that contain so called School to work programs provide ways for students to maximize the probability of successful transition from the initial education to the working life, either through paid employment with a business or self-employment. Numerous studies reveal that, upon high school graduation, many students who aren't college bound are neither prepared for nor connected to employment opportunities.

There exist a variety of approaches to build a school to work transition policy in different countries. In general however, all the programs should entail the following basic targets:

- Developing well organized education and training pathways.
- Increase share of educational attainment at the levels of upper secondary and tertiary education. From secondary school on, schools should orient youth to work, help them explore different types of jobs, provide guidance about career paths, and assist them in finding work relevant to their needs, interests, abilities and qualifications. Young people should possess full qualifications to work or to further education.
- Vocational education should be considered more wide and specific, up to dated by modern technology, and more effective in building language and math skills.
- Integrate the pathways of academic and vocational education.
- Minimize number of young people being both outside of the educational systems and labour market. Students can receive significant introduction to the workforce through exposure to employment related experiences. Combining learning at school and work. Relate schooling with the realities of the workplace by on the job learning to prepare youth for future work demands.
- Maximize number of young people having full time job at the school end.
- Educators and employers can produce a shared programmes for youth learning and development like apprenticeship or other forms of school and business partnership. They can develop programs to closer coordinate secondary, post-secondary and tertiary education with businesspeople and labour market.
- Avoid a long lasting unemployment of graduates.
- Stabilize educational and vocational biographies of young people in the years following secondary education.

These aims have far-reaching learning implications, both for high and higher education, including Learning Outcomes, National and European Qualification Frameworks and development of new models that will integrate vocational and academic education. All that entail new curricula creating a rational sequence of courses related to the new paradigm of guidance counselling system, and to broad occupational clusters in the new post industrial economy (Bandura, 2002).

The new paradigm stress a support to youth in decreasing risk through adjust young people to the labour market and to demands of related social institutions, for functioning in intercultural, over national and global dimensions. Career guidance focuses discovering life scenarios that enable crossing borders, adaptation to various settings, assimilation of principles allowing for psychic mobility, and showing life possibilities and development in permanent change (Bańka, 2007).

Effective transition to the labour market

Effective transition to the labour market means successful and satisfactory one. Getting a full time job or self employment after graduation is a successful transition, the better the time for seeking the job or opening own business is shorter. The best if it is just after graduation with no unemployment period

sandwiched between It is measured by statistics and benchmarks on local regional, country, European and World levels.

Young people make up nearly half of the ranks of the world’s unemployed, and, for example, that the Middle East and North Africa region alone must create 100 million jobs by 2020 in order to stabilize its employment situation. In addition, more than 20 percent of firms in countries such as Algeria, Bangladesh, Brazil, China, Estonia, and Zambia, rate poor education and work skills among their workforce as “a major or severe obstacle to their operations.” (World Development Report 2007).

In Europe, the Council Conclusion of May 2007 adopted educational attainment of the population as one of sixteen core indicators for measuring progress on education and training systems. The Commission emphasized the core indicator for monitoring progress towards the knowledge-based economy as the share of the population with high educational attainment. It presents the educational characteristics of the supply side of the labour market that is the share of high skilled workers in the labour force, which plays an important role in relation to economic growth.

The main characteristic of educational attainment of the population in Member States is that young people with higher levels of formal educational qualifications enter the labour force, while older generations with lower levels gradually leave. This generational effect becomes more visible year by year (Noworol, 2010).

The demand for higher competences will be continuously rising in most occupations including furthermore uncomplicated elementary jobs, by the ongoing grow of the service sector and sweeping technological and organisational changes.

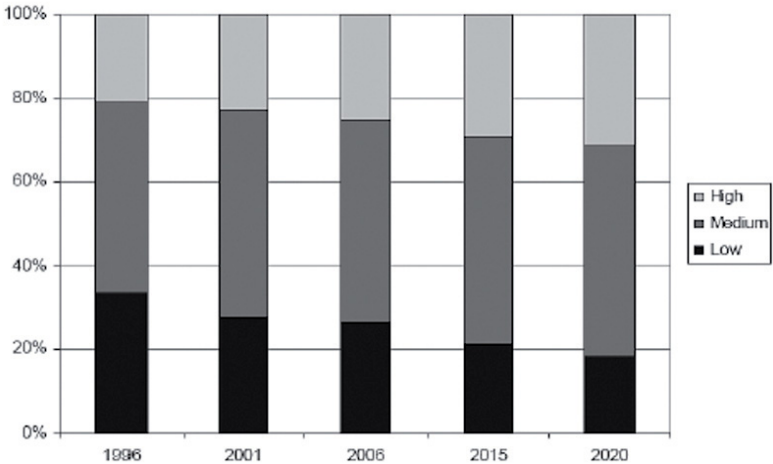


Figure 1. Employment shares by education attainment level in the years 1996-2020. Source: Cedefop (2008), EU27.

Based on the Cedefop projections, in 2015 around 30% of all jobs will need high qualifications whereas almost 50% will require medium qualifications, including vocational qualifications. Jobs requiring only low level qualifications will have decreased from over a 30% in 1996 to around 20% of the working age population in 2015 (Figure 1.). It is expected that this will increase the pressure on the tertiary as well as upper and postsecondary levels of education to improve the quality and access to the Lifelong Guidance (Noworol, 2010) service provision at these levels of education in the broad sense including dropouts, disadvantaged, disabled, at risk and graduates. This is still far from being the case and efforts have to be reinforced in this area. Overcoming this should start with more and better investments in youth.

In order to guide progress on the Education and Training 2010 Work Programme, the Council introduced an indicator for tertiary graduates in Mathematics, Science and Technology (MST) and adopted in May 2003 five benchmarks to be achieved by 2010, and in May 2009, five benchmarks for 2020 (Table 1.).

There is visible in the Table 1. that almost all benchmarks for both the 2010 and the 2020 are to greater or less extend related to the transition from the World of Education to the World of Work. The only exception is the first one for 2020. However, some people believe that transition can start in early childhood education for it cause primary schooling to be successful. Secondary education and skill acquisition make sense only if primary schooling has been successful, and so on.

The benchmarks 2020 stress a larger share of population in educational attainment starting from early childhood to tertiary education and interminable to lifelong learning. In particular, there is clearly indicated in the benchmark concerning early school leavers. The benchmark was totally not reached by 2010, and even though the condition for 2020 is more stringent.

Table 1. The 5 benchmarks to be achieved by 2010 and by 2020.

<i>Benchmarks to be achieved by 2010</i>		<i>Benchmarks to be achieved by 2020</i>	
1.	No more than 10% early school leavers;	1.	At least 95% of children between 4 years old and the age for starting compulsory primary education should participate in early childhood education;
2.	Decrease of at least 20% in the percentage of low-achieving pupils in reading literacy;	2.	The share of early leavers from education and training should be less than 10%;
3.	At least 85% of young people should have completed upper secondary education;	3.	The share of low-achieving 15-years olds in reading, mathematics and science should be less than 15%;
4.	Increase of at least 15% in the number of tertiary graduates in MST, with a simultaneous decrease in the gender imbalance;	4.	The share of 30-34 year olds with tertiary educational attainment should be at least 40%;
5.	At least 12.5% of the adult population should participate in lifelong learning.	5.	An average of at least 15% of adults should participate in lifelong learning.

The second dimension of effective transition deals with satisfaction of young people starting full time employment or self-employment. It is not visible in statistics and benchmarks, neither in appraisals using adequate method of portfolios to gauge a student's employability. Over 90% of youth should graduate various schools at lower and upper secondary level before entering the labour market (Table1, benchmark 2020, 2.). All of them have a chance for successful transition, but how many will do? What is more, how many of them are satisfied from the school they have been chosen and how many will be satisfied with the further study direction or work they will start or first steps in entrepreneurship, developing own business? Questions of the same or alike meaning can be applied to at least 40% of tertiary graduates of 30-34 year olds (Table1, benchmark 2020, 4.) and at least 15% of adults participating in lifelong learning (Table1, benchmark 2020, 5.).

The International Labour Office defines satisfactory employment as a subjective concept, based on the self assessment of the jobholder and pays attention to join transition with it (Matsumoto, Elder, 2010). Even though, they do not claim that explicitly there is likely to argue straightforward what are the conditions of completed youth transition to the working life.

The satisfactory dimension of effective transition means employment or self employment, which:

- is stable work engagement;
- gives the worker feeling of personal satisfaction;
- benefits the youth on a higher level;
- uses his/her talents, abilities and qualifications;
- raises youth' self-esteem;
- adds values to a desired career path;
- supports self development;
- provides an opportunity for social integration;
- allows to have reasonable earnings;
- provide the worker with a sense of security employment;

Concluding comments

There is no one and best transition from the world of education to the world of work. There is also not the best national model and no good one solution for each country. It means that there is not such a national programme in the contemporary World, which could be a prototype for other countries. It seems that types of transition paths in particular countries or settings are less important than quality of their realizations in terms of effectiveness like success and satisfaction and response to the labour market needs and requirements

The crucial factors of effective transition from initial education to the labour market are as follows (Bańka, 2007):

- Healthy economy and efficient labour market, youth friendly.
- Well organized transition paths in educational sector, starting from early childhood education, through compulsory and high level till tertiary and further education.

- Well-to-do possibilities to combine school education with experiences to be gain in the work settings.
- Creation of save acquaintances with the labour market for groups of high risk to be unemployed.
- High quality, actual vocational information.
- Providing effective lifelong guidance, in particular youth friendly career guidance.

In general, there is wide believe spread by economists that the demand for work depends on price of products and services as well on price of work itself and technology. There is also stated that subjective estimates of future macroeconomics measurements done by employers, influence direct on their decisions in concern to employment of new workers. Employers waiting for example, for crises look for savings and reduce employment even if other economics' factors are quite stable. It means that regardless of economics' rules one crucial factor influencing the demand for work is of psychological background. It is subjective assessment of the market of goods and the services, done by employers (Aghion, Frydman, Stiglitz, Woodford, 2003).

Hence, taking into account all the factors influencing transition from initial education to the labour market and once of economy as well as psychological stipulations there is clear to see how complex is the phenomenon of successful and satisfactory transition of youth to working life and how useful can be each support like outputs of the project School and World of Work. Such projects will not solve the situation in global way but they will contribute to improve the individual policies in the Member States on the way to reach 2020 benchmarks and to ensure well being of all the citizens.

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4.3 Criteria for higher Quality of Guidance in Transition and 'Transition Management' from School to Work

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Abstract

This article aims to draft criteria for higher quality in Guidance and the so-called 'Transition Management' from School to the World of Work. The Background for this article is the joint work of a working group within the EU LLP Comenius Project "School and the World of Work" in the years 2008-2010. 'Transition Management' is a term used to describe certain Guidance provision in the crucial path from school to work.

The article focus the following dimensions:

- Definition of transition management and a common understanding of individual lifelong guidance
- The need of multi expertise
- A model for 'The Networked Guidance Service Provision (NEGSEP) Model'
- A Set of quality-indicators for Transition Management
- Relevant Activities in national and European context and future perspectives

We conclude, that certain 'learning strategies' on different levels is needed to establish high quality services, which help young people in their transition from school to the world of work. The article is based on the theoretical work done in the Finnish Institute for Educational Research (FIRE) and at the University of Heidelberg.

Introduction

The transition from school to next educational and vocational stages – vocational education, tertiary education and work is still a central part of lifelong guidance. To support these transitions in most European countries special programs, projects and policies have taken place in the last years. A comparison of such activities have been undertaken e.g. in Canada (Bell/O'Reilly 2008). In the guidance discussion the term is reflected more often in the last years (Tippelt 2007; Bertelsmann 2007; Lex et al 2006) For European experience, see other contributions in this volume and the result of the project on its web site.

This development should be seen in the changing context of the guidance paradigm in general. The guidance paradigm needs to be expanded because the field of guidance has changed (Onnismaa 2000; Sinisalo 2000; Sultana 2004; OECD 2004; Vuorinen 2003). This change can be examined from the starting points: 1) Guidance services should be seen as a regional system of various organizations that need to be managed and coordinated. 2) Anticipation and planning are needed when designing and delivering guidance services. The guidance and support needs of individuals should form the basis for the development of all guidance services. 3) Guidance should be seen as service provision responding to the guidance needs of clients of all ages through multiprofessional collaboration (Kasurinen 2004; Kasurinen 2005; Vuorinen 1998; Vuorinen 2006).

Looking to the empirical reality of vocational orientation and career guidance in the context of the transition from school to work, it seems to be obvious, that beside the "classical" approaches, the concept of transition management (and related concepts) has become of high relevance in the EU countries as well as in other World regions (See different articles in this volume).

The context of this development can be described with some parameter which are based on social change and change in the world of work on the one hand but also on political change, especially a higher interest on successful transition, reduction of drop out rates and youth unemployment on the other hand (e.g. described in the Lisbon Goals). The theoretical work on the concept is at the same time as far as we can see relatively weak. It seems to be, that the discussion often is still dealing with traditional concepts of Guidance and Vocational-Orientation.

To define the concept of transition in the described context we draw from a definition that has its roots in the new-public management and governance approach. Transition management has rapidly emerged over the past few years as a new approach to dealing with complex societal problems and governance in the context of these problems (Rotmans/Loorbach 2010). If we turn such concept to the guidance sector, one of the crucial insights must be, that not only the individual has to change, but the individual and at the same time the social environment have to change.

From this point of few career orientation and guidance as well as transition management in this area are focussing on the same issue: to realize a as smooth and successful as possible path from the end of the school into employment, vocational training or tertiary education. The difference is less in the techniques and communication forms than in other aspects that are relevant for the guidance activities. E.g. it takes place not at one point of time, but at several points; it is not just a session between a counsellor and a student, but a service with different working forms at different places with different actors, it is not service-provider oriented but client oriented, it is not just an activity that helps individual clients, but a process in building structures and helpful structures at the educational, political and economic sector (see Härtel and others in this volume).

Keeping this in mind, transition management from School to work is a

special regional or local guidance service with specific characteristics and at the same time it is a permanent, reflexive change within the environment on the local, regional, national and trans-national level. In this article we highlight some crucial points that we draw from this for the guidance field:

1. It is client centred. The young people are accompanied in their individual transition process over a longer period. Guidance services should support individual learning paths.
2. It is oriented on the idea of multi-expertise. Professional Guidance practitioners are needed to organize this networks, they are the link between the student and the complex world of work.
3. It is an "arrangement of service provision" rather than a singular service, it takes place in various actions and places, it is a fluid form of providing guidance. Different partners from education, economy and from the policy level are involved.
4. There is a need for clear criteria for Quality to develop the field forward. Such criteria should follow a clear structure and should cover all relevant aspects.
5. There is a need for professional and political co-ordination (on local, regional, national and trans-national level). The coordination should follow a multi-actor approach.

1. Guidance in transition: Client centred and learning path oriented

Lifelong learning should be supported by well-designed, customer-oriented lifelong guidance services provided within a system at the various stages of an individual's learning path. The Transition from School to Work is one of these important stages. Lifelong guidance services enable citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions, and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used (Council of the European Union 2008, 2004).

A 'learning path' refers here to a planned, implemented and experienced process of lifelong learning, the progress of studies and learning experiences. It proceeds as a temporal process, including the stages before the beginning of studies, at the beginning of studies, during studies, at the completion of studies and after the completion of studies (Tarkiainen/Vuorinen 1997; Kasurinen 2004, 48). A learning path is a continuum of an individual's studies and career. The education system, operating culture of educational institutions, traditions and actors, content of education and the student's life situation, as well as his/her personal choices, exert an impact on the structure of the student's learning path (Karjalainen u.a. 2003; Tarkiainen & Vuorinen 1997). In the various stages of their learning paths and at transitions, individuals need guidance and support services in psychosocial, learning-related, educational, career and life planning. Further goals of guidance services are a well-functioning society, labour market and education system

Guidance theories, which discuss guidance as an interactive relationship between practitioner and client, are not sufficient for describing the entire field of guidance. To examine guidance service provision, it is essential to use not only guidance theories but also organizational, leadership and management, network and systems theories. Guidance service provision has to integrate guidance/counselling knowledge and organizational knowledge (Weber/Schiersmann 2009). Over the last ten years, network thinking has become increasingly common in economics, organizational theories, political science, sociology and social policy (Uusikylä 1999, 49). This kind of expansion is also needed in pedagogy and guidance (Nykänen et. al. 2007, Nykänen 2010).

2. Orientation on a Multi-Expertise concept

Guidance in transition management contexts apply to multi-expertise concepts. According Multi-expertise refers to joint working in which competencies, knowledge and power are shared (Tynjälä et. al. 2005). To this definition, the client is active in seeking and providing guidance services for him/herself and participates fully in all stages of the guidance process. Multi-expertise is thus manifested as services visible to clients, in which they participate as experts of their own life and equals among professionals. Persons close to the client, e.g., his/her family and support persons, are also involved in the process. (Arponen u.a. 2004, Martikainen/Suomi 2005) In multiprofessional collaboration, the partners are different both in terms of their personal backgrounds and as representatives of their own organizations (operating culture and practices, values, attitudes and motivation, language, terminology, assumptions and the way of thinking) (Stenmark 2002).

The Multiprofessionalism requires the willingness to share competencies. Individual learning is the prerequisite for organizational and network learning. Learning and reorientation are needed so that various types of competence, which are necessary for the client, can be combined as appropriate in any given situation. Multiprofessional work calls for time and a place where work crossing occupational boundaries is possible. Collaboration can be realized in a network within an organization or between organizations (Nykänen et al. 2007). Multiprofessional collaboration may take the form of: 1) collaboration within an administrative sector between various occupational groups (cooperation between study counsellor and tutor); and/or 2) cross-sectoral multiprofessional collaboration, in which case the participants include employees from more than one administrative sector (Agranoff/McGuire 2004.)

Cross-sectoral work refers to guidance cooperation between representatives of more than one administrative sector, taking account of the client's needs. Owing to their distinctive activities, administrative sectors have different scientific and legislative backgrounds and operating cultures. The concept of cross-sectoral network cooperation includes issues related to the administration, agreements, planning and decision-making in guidance networking that are necessary in order for various administrative sectors and organizations (e.g., school, educational institution, employment office, social office) to deliver guidance services needed by clients on their learning paths. Nykänen et al. 2007.) Collin (2007) defines the forms of collaboration and suggested that a multiprofessional approach is

bringing together perspectives from several disciplines to bear upon an issue but leaves those perspectives unchanged, whereas interdisciplinary collaboration leads to their interaction in a new way, hybrid, discipline. Transdisciplinarity weaves together, theories, concepts, and approaches from one or more disciplines, as an overarching conceptual framework.

3. Description guidance service provisions in the regional guidance network

The 'contextual dimension' refers here to the implementation of guidance policy as regional guidance network cooperation. The goals of regional guidance services highlighted by the interviewees were customer-orientation, support for lifelong learning with guidance services and the prevention of the social exclusion of young people. Regional network cooperation provides a means of smoothening the study paths of children and youth and their transition to the labour market as well as preventing social exclusion.

Regional guidance network cooperation involves identifying and saving guidance resources and sharing good practices, knowledge and competencies that support the professional development of staff. Evidences of this are team work skills, the orientation of new employees, getting acquainted with guidance services and gaining experience in cooperation outside the educational institution. The guidance network has also been useful for pedagogical cooperation on the part of the institutions.

Cooperation has extended to planning the division of labour, eliminating overlapping duties and producing joint guidance and teaching material, as well as renewing and harmonizing the activities of guidance providers. Inter-organizational cooperation serves to build trust, helping to reduce isolation and unnecessary competition over students and resources. Regional guidance cooperation should be adopted as a permanent practice and be focused, planned, systematized and coordinated. This calls for the continuing education of staff. Guidance resources are insufficient in view of the increased number of duties, bigger challenges and the amount of participation required by network activities. The identification of the region's resources was seen as important to enable existing resources to be used as efficiently and economically as possible to serve the common goal. The resources are tied to each administrative sector. Cooperation is complicated by administrative boundaries and the various operating principles of the branches of administration.

The organizational dimension includes the implementation of cross-sectoral, multiprofessional collaboration within an organization. The strength of guidance implementation is that guidance practitioners are well-educated, committed to their work and student-focused. Guidance, pupil welfare and home/school cooperation plans have been drawn up in cooperation as part of the curriculum and put into practice. The guidance plan includes the goals, division of labour and partners connected with intra-organizational guidance.

Following these arguments, guidance service provision should be provided in a network. To describe this a team at University of Jyväskylä has developed a multi-dimensional model (Graph 1). The model allows the authors to distinguish the various levels of the guidance system, analyze the status of regional guidance

provision using the strategic learning loop and develop regional guidance services. The model was constructed by combining

1) the research results, 2) the image conveyed by research literature of multiprofessional networking, the development needs of guidance service provision and the prevention of social exclusion, 3) guidance assessment information and 4) the theoretical background of the levels of the guidance system: guidance, organizational, network and systems theories.

Levels of guidance action		Dimensions of guidance	Questions to promote the cycle of strategic learning			
			Analysis and evaluation	Vision, strategies, development goals	Communication and commitment	Action and continuous learning
Strategic design and evaluation	I Public policies in guidance	Policy dimension	Bottom-up ?	?	?	?
		Contextual dimension	Reformative activities			
Services visible to clients	II Guidance provision (I and II Theories related to organizational development, management, leadership, networks and systemic thinking)	Organizational dimension	Flexible activities			
		Responsibility dimension				
		Division of labour dimension	Revision of the activities on the basis of client feedback			
		Content dimension				
	III Guidance services visible to clients (Theories of career development and guidance)	Methodological dimension				
		Time dimension - learning path				

Graph 1. Networked Guidance Service Provision –model (NEGSEP) © (Nykänen et.al.2007)

The model describes the levels of the guidance system, derived from the seven dimensions of guidance. Guidance services visible to clients (III) are guidance services delivered to an individual through interaction by multiprofessional actors in the various stages of his/her learning path. In the model, this level of the guidance system consists of the division of labour, content and methodological dimensions of guidance, based on which we have formulated the assessment questions for this system level. Behind the guidance services visible to clients are guidance theories.

Guidance provision (II) refer to multiprofessional planning, coordination and collaboration, which are carried out in organizations providing guidance services and in inter-organizational networks. The guidance provision consists of the contextual, organizational, responsibility and division of labour dimensions of guidance. In the model, the questions concerning this system level have been formulated on the basis of the above-mentioned dimensions, and the level can be studied using guidance, organizational, network and systems theories.

The level of public decision-making (I) on guidance consists of the policy and contextual dimensions, and the questions have been formulated on the basis of these. Public decision-making on guidance refers to the creation of policy definitions and appropriate conditions for guidance. Public decision-making is national, regional and organization-specific. Behind this level of the guidance system are the same theories as behind the guidance provision level (Nykänen et al. 2007).

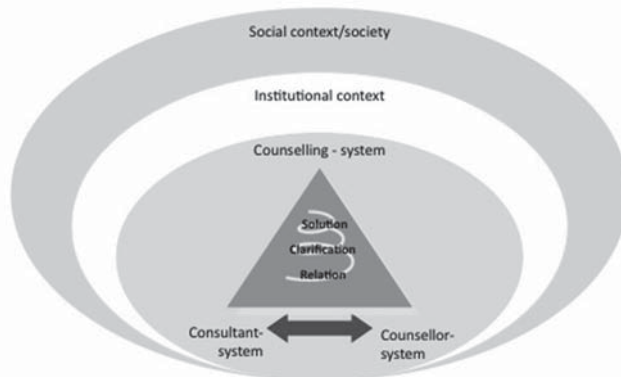
4. Quality Strategy and Quality-Criteria

Based on the described discussion, it will be the future tasks in terms of quality, to define a quality strategy that fits to this complex situation and to describe quality criteria, which covers the most important perspectives (See the quality criteria in an other chapter of this volume).

Beside a clear conceptual frame and networking at the level of providers, a common understanding of the core-competences of the practitioners and reflexion of practise at the level of practitioners and providers the co-ordination of services and service provision arrangements on local, regional and national policy level with the direction of evidence based policy making will be of crucial importance. The Quality Strategy that is designed at Heidelberg University combines three different approaches to quality: standards or criteria (for service provision and practitioners), evaluation and quality management concepts (Schiersmann/Weber 2009). Those approaches can linked to a "Frame for Quality Development" or "learning loops" in order to develop a strategy how to optimise the quality of educational and vocational counselling in compliance with existing quality approaches (see later in this text).

The aspects of quality are closely connected to those of the counsellor's professionalism. Taking this into account, a comprehensive competence profile for counsellors should been established that is focusing the guidance-process related competences as well as organisational competences (Schiersmann/Weber u.a. 2008; CEDEFOP 2008). Such a profile can been adjusted to existing education and further training programmes for counsellors. Comparing the service structure at present and the required competence profile, conceptual approaches regarding the further development of education and further training programmes should be undertaken.

Guidance is related to different areas, according to our systemic understanding of counselling (see graph 2).



Graph 2: Systemic counselling model and structure (Schiersmann/Weber u.a. 2008)

The model is built on four levels. The main statement of this systemic model is, that guidance – as well as relevant quality criterion - has to take into account the counselee/student and the counsellor/guidance practitioner as separate systems with individual background, competences, abilities, resources, values and goals. Together they constitute the guidance/counselling system. The process that emerges between them is embedded in organisational contexts and societal circumstances that differ from service to service and between each single situation and arrangement. The model makes no preliminary decision for single approaches or concepts and methods of counselling or guidance, it rather raises the question if those approaches could be integrated in a more general theory. Quality activities should reflect this and should have impact on all this levels as well as to the interrelation between them.

Worldwide, one of the most important and common way to describe quality element in the field of guidelines are guidelines, standards or quality criteria (cf. Sweet 2000, 2008; Plant 2004; Schieramann/Weber 2009), meaning more or less differentiated regulations concerning different aspects of counselling (e.g. the education of practitioners, content-related service requirements). In the project “School and the World of Work” a comparatively short catalogue of criteria has been worked out in reference to international discussions and the presented guidance models (see this volume). One of our core ideas is to differentiate standards and criterion on the levels ‘guidance process’, ‘organisational level’ and ‘policy level’ to generate a clear structure and to cover not just processes but also the other related aspects. The criteria are grouped in three areas, 10 criteria are described.

The three areas and ten criteria are :

Sustainable system

1. Develop a clear/defined concept of the transition pathways on all levels
2. Ensure learning and knowledge creation in the system that builds on experience from clients/people, professionals, policy makers, economic sector
3. Evaluation against criteria of success and evidence, involving clients
4. Ensure sustainability of the activities on national, regional and organizational level

Professionalism

5. Professional staff Behaviour
6. Qualification and continued development of Staff competence
7. Adequate duration of intervention/activity in accordance to the clients needs
8. Practice based on ethical standards

Networking

9. Transparency and promotion of the services to all relevant actors
10. Networking and Cooperation between all actors in transition

The implementation of such criteria is supposed to be organized in a process, taking place on more than one level. Different actors that are involved in the implementation and accomplishing of standards: politics, social partners, industrial unions/organizations and counsellors. All of the persons/organisations involved should agree on and support the implementation of standards that are developed in a process. The organisation or actors from different segments in the guidance context have to concretise the standards for its own profile and, if needed, to differentiate them further on.

Beside Standards, Evaluation is a quality strategy of high importance. Both internal and external evaluation can function as a helpful quality strategy to inform the system, meaning not only the individual counsellors but also the policy makers, how to organize counselling and whether it is effective or not.

The enforcement of guidance, the direct results of service provision and the long-term effectiveness including the context factors (e.g. legal conditions) have to be taken into account. Appropriate evaluation methods for counselling have not been developed and implemented so far in a consistent way and on a sufficient basis and as part of a quality strategy. Exceptions exist in single organisations are not transparent enough.

Many organizations already evaluate their work. However, their methods and instruments are often not transparent to external actors. And keeping the extension in the transition-management-model in mind, evaluation should be based on local, regional and national service provision, rather than on distinguished organizations.

5. The need for professional and political co-ordination for implementation

Quality criteria as well as a understanding of a developed model of guidance service Provision as described in this text are neither easy and general developable nor to install with a quick fix. As examples from different countries, e.g. Canada, Ireland, Finland or Germany can show, there is a need for professional and political communication and co-ordination on local, regional, national and trans-national level.

Such a coordination process in terms of an open coordination are based on the principles of the integration of people involved, the discussion of goals and content of the process and the gradual introduction and enhancements of innovations (cf. Weber 2007, 2003). The development and establishment of a qualification profile for counsellors in Canada is exemplary in the field of counselling.

The goals of such a coordination process for the improvement of quality in counselling are on the one hand to guarantee the standards or criterion by establishing acceptance and transparency and on the other hand a coordination process provides the opportunity to discuss and enhance both the criterion drawn up, for example in this project, and their implementation in practice. Furthermore, it shall include recommendations for the counsellor's professionalization and further training and the competence profile.

For such a procedure, it can be recommended to appoint an independent group of experts for content-related coordination on the one hand and to involve a greater number of people in moderated coordination in the further process on the second hand.

Next to representatives from social partners, the economy, industrial unions and universities, providers in the different areas in the field of counselling in education, career and employment should be included. It will be the task of the group of experts to observe and enhance the content-related development. The coordination mainly focuses the question of acceptance, feasibility, regulation and implementation.

At the same time, providers on regional or local level should be included in the process. In order to do so, discussed approaches concerning the development and securing of quality, would need to be discussed on this level. The chance for feedback and suggestions need to be taken into account.

Last but not least European and international developments should be taken into account and connections to the European Lifelong Guidance Policy Network (ELGPN) , the International Association for Educational and Vocational Guidance (IAEVG), the European Centre for the Development of Vocational Training (CEDEFOP) and, if needed, to other transnational players should be established. The European Lifelong Guidance Policy Network ELGPN has contributed in a broad extend to this within the last years. In this network a platform is given to co-ordinate the national developments on a transnational, European level (ELGPN 2010).

Such coordination processes could include e.g.:

- broad agreement on goals;
- to discuss the requirements for the approaches to quality in counselling and the proposals at hand;
- to enable co-determination and enhancement;
- the agreement on valid criterion, a frame for quality development (the learning loop),
- a qualification profile for counsellors and further measures of support, e.g. research;
- the self commitment of involved actors, particularly of those implementing the results;
- the monitoring of the implementation of a frame for quality development and other results;
- to gain sponsorship and the provision of public funds to set up a accreditation scheme to maintain the standards and other results.

A coordination process is designed to discuss the matters in work meetings, taking place once or twice a year, and particularly to develop working papers and written comments and statements. Furthermore, it has the advantage that it makes possible internal coordination on different levels, also with service providers. A well established moderation of this process is needed. The main task, next to the maintenance and structuring of the communication, sometimes over a long period of time, is to collect and publish feedbacks and interim results.

A continuous moderation of the process could be secured or supported by a central player, e.g. a ministry, a national forum for guidance or neutral institution.

The establishing of committed active participation is one of the most important and most difficult goals within such a process. In connection with the changes within social systems, e.g. the education sector, the described principle of open coordination has been established in the last few years. However, as a consequence of this, the different people/organisations involved have to agree on the process as a binding element (cf. Weber 2007, 2003). This can be done by adopting the results from coordination gradually and voluntarily within the frame of self-commitment. Furthermore, follow up processes, which make improvements and developments transparent, should be included. On the national level, regulating measures are possible, e.g. measures in reference to future regulations on accreditation, regulations on vocational education and training, lifelong learning, and the establishment of regulations in acts by the relevant ministries concerning education and employment or financing of counselling services. Last but not least it is essential to ensure a certain amount of resources for concomitant measures (e.g. information platforms and information material on the internet, concomitant research and development) in order to achieve sustained success.

5. A strategic learning loop

Changes in guidance service provision at the various levels of the system can be assessed using the set of questions included in the NEGSEP model, which is described in chapter 3 (Nykänen et al 2007). The questions have been derived from the stages of the strategic learning loop, which are: 1) analyzing and assessing the current status of activities, 2) setting the visions, strategies and development needs for guidance service provision, 3) supporting communications and commitment and 4) ensuring activity and continuous learning (Alava 1999).

Referring to this learning loop, the developed indicators can be understood and used as reference points for each kind of assessment which shall be undertaken in Stage 1 as well as a touchstone for the four stages in this learning loop. Learning loops are part of the development model for guidance provision. Revising activities on the basis of feedback is the first level of adapting activities. It involves assessing the division of labour, contents and methods of services visible to clients. This is insufficient in terms of the development of the entire guidance service system (see Senge 1990).

Guidance services as a whole consist of the regional division of labour and responsibility in the multiprofessional network guiding the student in his/her learning path, both within and between organizations. This is why it is necessary to assess the background planning of guidance service provision, the structure of the activities and the operational preconditions, so as to get an idea of guidance services as a whole, reveal the reasons why guidance service provision do not work, and develop the services based on this information. (Nykänen et al. 2007).

Transformative action in guidance requires the assessment of public decision-making at national, regional and organizational levels.

The assessment should bring into question the premises, principles, impressions and attitudes concerning guidance and examine the background theories and values of guidance. According to Yihong (2006), organizational change could be approached using kaleidoscopic thinking, in which the same situations are considered in innumerable new ways. In kaleidoscopic thinking, new influences are sought from strange environments, ways of thinking and spheres of experience.

Networked, multiprofessional work is an employee's kaleidoscope for familiar patterns of thinking and acting. New ways of analyzing and performing the work in networks are created through interaction and dialogue. This prevents the system from becoming static. We chose the strategic learning loop as the tool for the model of guidance service provision. It always leads from assessment to the creation of a new vision, the setting of goals, interaction, activity and learning. (see Yihong 2006; Nykänen et al 2007).

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5. Country Cases

5.1 Transition from School to the WOW:

esp. in the Austrian dual system / apprenticeship

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In this paper are presented the approach of Austria for the crucial issue of the transition from school to work. The complexity of the Austrian school system and the transition stages are described as well as the legal framework for young people with special needs during the stage of transition from initial education to working life. The most important key features are described, the basic goals of OECD and the use of statistics and survey for policy processes.

Legal framework for transition, policies and strategy processes

In Austria exists several transition points within the education and training system which are relevant for successful pathways from the school to the world of work. For the most of them legal regulations are settled, which should support as smooth transition of young people.

The first transition point is after primary school for the step into the lower secondary system. Austria has an educational structure with a so called “early tracking” between the 4th and 5th grade into the so called “general education school/gymnasium” or so called “Hauptschule”. In principal both tracks have similar subjects and indent curricular (with some exceptions), but the so called “Hauptschule” has a stronger focus on preparation of world of work and further vocational education and training. One of the most visible effects of this tracking is a quite higher percentage of young people who attend the “Hauptschule” make later a choice for the apprenticeship - dual vocational education after finishing the compulsory school in comparison to young people who attend the AHS/Gymnasium.

The next transition point is a quite complex structure between the 8th and the 10th (11th) grade. In principal for all young people the accesses open to upper secondary education in the field of general or vocational education.

The upper secondary system in vocational education is divided in two main lines, in fulltime school (1 to 5 years) and in part time school plus training in companies (dual system - apprenticeship). The fulltime school at upper secondary level starts at grade nine, the apprenticeship – dual system starts at the 10th grade.

All young people who want to attend the dual system must make a choice for a one year program at grade nine for bridging the 8th to the 10th grade. The highest percentage of young people at this level attend the “prevocational school” (Polytechnische Schule), which has the strongest focus on preparation of young people for the world of work, to help them to make a good prepared decision concerning to own potential talents and interests. Some training offers (e.g. in the health and the social sector) starts at the 11th grade, so young people must go one year longer in another school type before.

The 3rd transition point is after finishing the upper secondary to make a choice either for a further education at university, university of applied science or other tertiary or post secondary programs, or try to make a step directly in the labor market. About 40% of young people starts a post secondary or tertiary program (with quite high drop out quotes), about 60% starts to work in the labour market. The percentage of young people who finished a vocational school at upper secondary level and attend directly the labor market is much higher than persons who finished a general education school.

For all this transition points exist legal regulations. The most important are regulations for access to school (mostly based on the marks of former school types, sometimes with tests). Additional law based services for guidance and counseling exist in all school types from the beginning of the lower secondary level. Mainly exist three offers for guidance and counseling, the first is a curriculum based subject “educational and vocational orientation” at 7th and 8th grade for all young people, the 2nd is a more individualized service the so called “school counselors” and the 3rd is a service by school psychologist for special questions and needs.

After finishing the compulsory school time additional exist a lot of legal based services within the public employment service concerning guidance and counseling, placement and special education and training offers for those young people who can’t find an access to the world of work directly. In some areas of the education system – most of them in the prevocational school – regulations for in company trainings are settled who should support young people to get early insight in the reality of world of work and vocational training in companies. Additional a lot of regulations for support of young people exist at provincial level, because Austria is a federal republic with some options for the provinces to set up own regulations in the educational vocational and training sector.

The Youth Training Consolidation Act (JASG) is targeted to young apprenticeship-seekers who have not found an apprenticeship after completing compulsory schooling. The special situation of female apprenticeship-seekers is to be taken into account. The target group also includes disabled youth, young adults with special placement handicaps after completion of compulsory schooling, and participants in earlier JASG-based courses. Within this act the since 2003 the Integrative vocational education and training is targeted to those who could not be placed in a regular apprenticeship, who had special educational needs at the end of compulsory schooling and who were, at least in part, taught according to the curriculum of a special needs school; or have no, or only a negative, final certificate from lower secondary school or have “disabilities” within the meaning of the Act on the Employment of People with Disabilities; of whom it has to be assumed.

Figure 1: Educational system in Austria (source ibw)

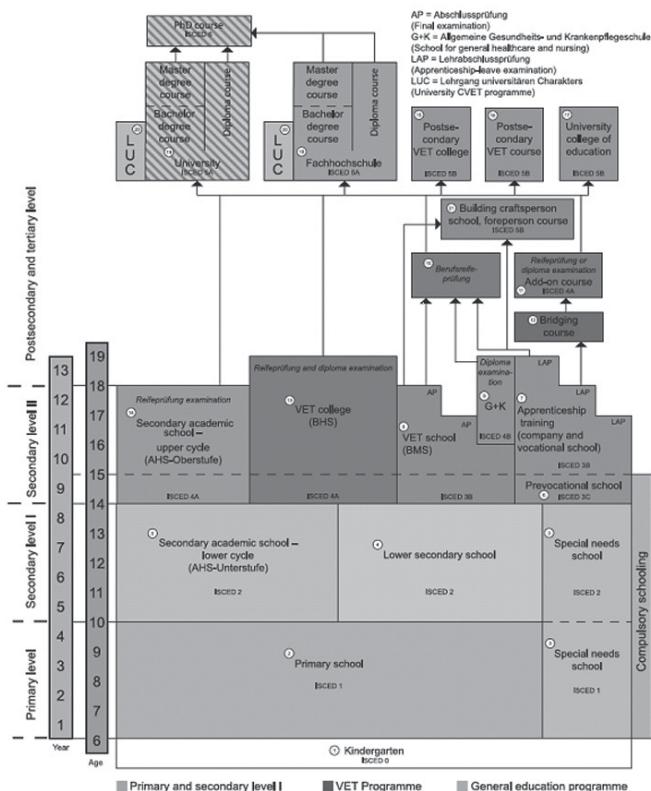


Figure 1: Educational system in Austria (source ibw)

The key features of effective transition systems

Good information and guidance

Lifelong Guidance is a key strategic line within the Lifelong Learning Strategy Concept in Austria. The process of transition from School to World of Work – a process who starts with about 13 years at the latest and “ends” not earlier than in the age of 27 – is one of the most challenging areas for guidance, because all personal, professional, social etc. development processes after this period depends on the successful transition in this phase.

Austria has some strength in this area of “transition guidance”, guidance in school, guidance at the interfaces between school and world of work, special school types like “prevocational school”, high percentage of VET in upper secondary etc., but also some open questions, concerning not completing upper secondary, school drop out, post secondary and tertiary education etc.

Current are running some initiatives at national and regional level to improve coordination mechanism and effective measures for guidance in the area of transition; Austria is interested in experiences of partner countries in this field to exchange good practice transfer innovative ideas and discuss strength and weaknesses opportunities and traits at this points of transition. The most important key features from the point of view in Austria are

Tightly Knit safety nets for those at risk

In Austria exist some risk nets for young people who fall out from the educational process without access to further training or employment; some of these nets are organised in a formal way (JASG), some are organised as projects without continuity or nation wide effects.

Austria is interested in experiences of other countries in innovative ways for safety nets or adequate offers and measures for those at risk, like “bypass measures”, social programmes, cooperation activities between school, communities, institutions etc.

Austria can offer information about the so called “inclusive VET”, which is an innovative programme within the dual apprenticeship education system.

Effective institutions and processes

Austria has a well developed landscape of institutions from social partners, PES, and other institutions like the associations for education and economics, who provide measures and activities at the process and points of transition, Austria is interested to compare the situation in Austria with other countries, experiences in the field of co-operation between school and institutions outside of school and other educational areas like post secondary and tertiary education institutions, enterprises etc.

An important condition for access of young people into the labour market – especially in the dual education / apprenticeship– is the situation of economy. The best program for successful transition is a prospering economy combined with good individual preparation of young people and a high quality basic education and personal development.

The attitude of society in general and economy and business to give young people a change of access to the world of work is also mainly important for a successful transition. In this field Austria seems in good condition, because it is a country in which more young people in an earlier stage of there education process find an access to the world of work in relation to most of other European or OECD countries.

Basic goals (from OECD) suggested that all transition policies should aim for

A low proportion of teenagers being at the one time not in education and unemployed

Austria has already reached the EU benchmark for ESL but the number of young people leaving school early without further education is growing again, the risk of this people not be employed is the significant highest of all groups.

Austria is interested in innovative approaches to avoid early school leaving and give young people without additional education a chance for access to jobs and further training and education. Austria can offer some strength in this field, e.g. the prevocational school and the inclusive education in VET / apprenticeship.

Stable and positive employment and educational histories

It is not only the question to find a job after upper secondary education, it is the question to find the right job, in which you can be satisfied you can improve motivation for further learning and additional perspectives, Austria is interested in experiences of other countries in this field, in measurements indicators and benchmarks and in innovative activities to improve the situations to reach this goal.

An equitable distribution of outcomes by gender social background and region

Austria has a situation with an unacceptable difference between gender situation in the world of work, very traditional choices of professions by women, high difference in income concerning the gender, and a kind of social disposition of choice of education and participation in further training.

Austria is interested to learn from best performers in Europe in this fields, e.g. the Scandinavian countries and other, and to find solutions to improve the situation of equity concerning to gender and social aspects in education and employment.

Additional should be expressed that efforts are needed to reduce drop out and early school leaving, to improve services and measures concerning to young persons with migration background and to improve the basic education quality.

Existing materials, statistics, documentations, studies, surveys

In Austria European statistics und surveys (OECD, PISA, Eurostat, TIMS; etc), are used as well as Austrian studies and surveys esp. for VET some institutions are publishing surveys periodically concerning the area school and WOW and working close together with the Federal Ministries of Education and Labour. E.g. ibw (www.ibw.at) conducts research and development at the interfaces between education, business and qualifications.

All existing materials are frequently used by policy makers and stakeholder within discussions, but it is not evident that they are used for coordinating policy strategies.



5.2 Pathways from school to the world of work

in the Czech Republic

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The contribution describes basically the pathways from school to the labour market in the Czech Republic.

Legal framework for transition, policies and strategy processes

There is in the Czech Republic any single written down strategy for the transition of youth people to the labour market. Instead of it there are two branches of guidance system – one in education and the other in public employment sector (PES). They both do have clear approaches to provide guidance services:

- in educational sector are integral part of the educational process and a support measure in learning,
- in PES are the basis of work with both unemployed and employed people which do have problems with work, occupation or profession and they are a tool to support full employment and employability of all active citizens.

The responsibility for youth policy in the Czech Republic has the Ministry of Education, Youth and Sports (MoEYS). Nowadays its prime policy paper, or the guiding force, is the second Conception of the State Youth Policy for the period 2007-2013. The Conception covers 19 most important areas to focus which include problematic of participation, information, youth research, education, non-formal learning, employability, housing, volunteering, culture, environment, youth work, family protection policy, media, European and international cooperation etc.

The Conception is not a document that would encompass all the future governmental activities pertaining to the youth, but it is constructed with an ambition to regulate the following period in this sector. The policy area focused on youth education states among other targets that the educational sector has to cooperate with the employment sector lead by the Ministry of Labour and Social Affairs (MoLSA) on adapting training for young people with demand in the labour market. The policy area focused on youth employability and employment aims:

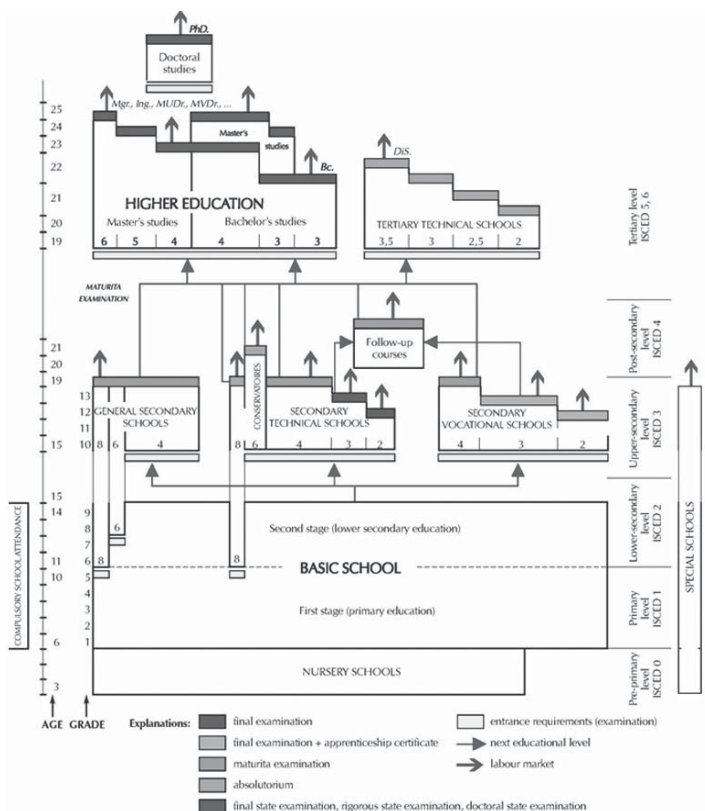
- To provide good conditions for preparing young people for future occupations.
- To create specialized programs to promote employment for young people with special emphasis on new graduates.

- To knit effectively together the fields of school education with the needs of domestic and European labour market.
- Further specific objectives are as follows:
- To encourage cooperation and joint structures between all levels of formal education and the customer community.
- To approach the secondary school education offer to the needs of regions, labour market and to the expected graduate labour market flow.
- In collaboration with the MoLSA adapt training of youth in response to labour market needs.
- In cooperation with the MoLSA perform other tasks arising from the European Youth Pact, it is all about reconciling professional and family life, adoption of measures aimed at better social and professional integration, increased visibility of youth in the Lisbon Strategy.
- To evaluate the system and completing the career guidance and information services.
- To cooperate with each region in accordance with its approved long-term objectives of education and development of education system in the region when assigning new schools and school facilities into the national educational register of schools and educational institutions.
- To cooperate with all beneficiaries, including potential employers and schools, on the recognition of learning acquired in informal learning environments.

The key legislation on the working conditions of young people is contained in the Labour Code (Act No. 65/1965 Coll.) and in the Employment Law (Act No. 435/2004 Coll.). The Labour Code establishes a ban on any discrimination, in this case on the basis of age. Fitness to become employed, i.e. to have rights and obligations and perform Labour Code, is established at the age of 15. Child labour and the protection of young workers conforms Czech law to EC law, in particular Directive 94/33/EC of 22 June 1994 on the protection of young people at work. The directive's main objective is to prohibit the employment of children.

National Employment Law sets up Active labour market policies (ALMP) that do not have much of an effect on youth unemployment. There are two traditional major ALMP programmes involving youth labour force: retraining programmes and jobs subsidies for recent school graduates. Recently the individual action plans (IAP) are according to amendments of the Employment Law compulsory for all registered unemployed persons after they complete the 5th month of unemployment. IAP contains a course of action and a timetable for fulfilling measures, corresponding to the qualifications achieved and the individual's abilities and skills; the job seeker is obliged to cooperate in drawing up the plan and to follow it.

The educational system of the Czech Republic



As seen in the figure 1, after completion of compulsory education nearly all pupils continue at secondary schools that provide three types of secondary education:

Figure 1: The Czech educational system

- with “maturita” certificate lasting 4 years (daily attendance) preparing for further study at tertiary level,
- with a vocational certificate lasting 2-3 years (daily attendance) preparing young people for the performance of qualified activities where manual work predominates (e.g. sales assistant, fitter, bricklayer, auto-mechanic, electrician, etc.),

secondary education lasting 1-2 years (daily attendance) aiming to prepare young people for the performance of very simple, auxiliary, normally manual activities in the manufacturing or service sectors. This programme is designed for students with special learning needs (mentally, physically or socially disadvantaged individuals).

A special type of secondary education is provided by conservatories in the field of artistic or pedagogical activities in music, dance, singing and drama. Obligatory prerequisite for entry to the tertiary education is the “maturita” certificate which has the same value whether it was obtained by the general (gymnasium) or vocational secondary school.

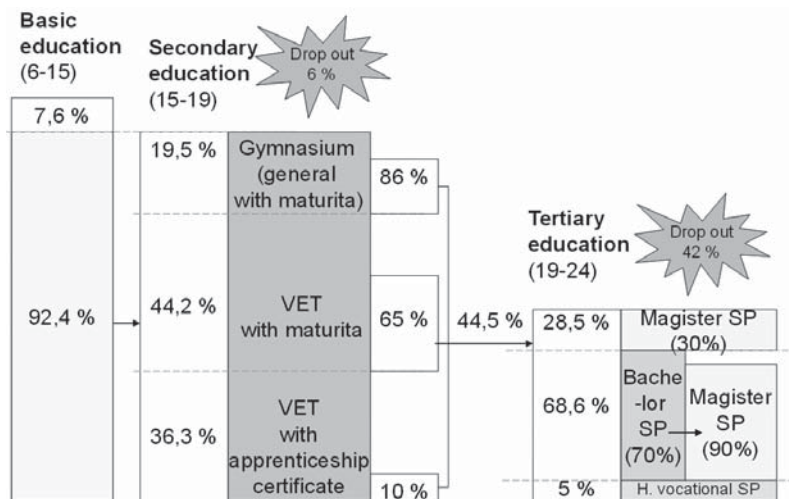


Figure 2: Flow of learners through the Czech educational system in 2008

In terms of comparison with other European countries, the Czech Republic has a very high proportion of population with at least upper secondary education (ISCED 3 and higher). In 2007, almost 91% of population aged 25-64 acquired at least upper secondary education. This places the Czech Republic at the forefront of Europe and above the reference line of 80% of the population aged 25-64 with at least upper secondary education, along with another ten countries. This line represents the target for the whole EU to be fulfilled as part of the Lisbon Strategy by 2010.

Figure 2 indicates that 92,4 % of pupils from basic schools enter to the secondary schools, both general and vocational, from which only 6% is leaving without some kind of secondary education certificate and 44,5 % continues studies at tertiary education. Composition of secondary education is given from the past. 80% of its capacity is composed by vocational and 20% of general education. Recently the proportion of students in general secondary education is tightly increasing. This is because of a) the capacity of schools remain the same and b) numbers of young people entering to secondary education is demographically decreasing and c) the tendency is to postpone vocational decisions.

The key features of effective transition systems

The economical context

Recently the growth rate of the Czech economy is officially slowing down. During the last few months several big companies shut down their production. Price levels are growing accordingly to the inflation rate (approx. 3,6 % in 12/2008 and 2,2 % in 01/2009) which was caused by increase of energy and food prices, deregulated rents, and costs of services. Due to the combination of continued economic growth and the presence of two waves of large population cohorts in productive age of labour force, employment continues to rise, albeit at a slower rate now than last year. Employment rate for aged 15-64 reached 66,6 % in 2008. This overall-employment-rate growth occurred despite declines in employment rates for younger cohorts driven by longer initial education and a rise in maternity leaves. According to latest Eurostat reports, the Czech employment rate is now higher than that of the EU27 or the EU15.

Youth employment and unemployment

Czech youth employment is on a rapid decline because of two main factors: the dramatic demographic changes in young age cohorts, and improvement of access to formal education. There is growing concern of schools to meet its capacity. For example this year quite a lot of the Czech secondary schools admit students without traditional entrance examinations. The same situation is already some 4 years at the Czech universities. Number of students that do not complete their secondary education is very low (approx. 6 % of the cohort). They have limited skills for the modern workforce and constitute a group that tends to grow as the labour market tightens in times of constrained economic activity. Even this group seems to be small it does require considerable attention since such young people are at risk of long-term economic and social marginalisation, especially in rural areas. Although most attention needs to be directed at measures which prevent young people leaving school in the first place before they have acquired the skills and knowledge needed for employment, the reality is that a certain proportion finds it difficult to succeed in school settings. The students and their legal representatives can use school guidance support to solve the situation. There is a possibility to change school and/or study programme. Sometimes the situation is solved also by leaving the school for one year during which the youngster is working.

In case that the school leavers are unemployed there are guidance programmes at the Labour Offices to reintegrate the young unemployed into the labour market by lifting their basic skills and improving their self-confidence. Experience gained with this kind of programmes should feed back to schools so that they can modify their courses to be more relevant to these students in the first place, and act as an example for other parts of the Czech Republic where such students are at risk of not finding work.

Other group are university students who do not complete their courses. In the Czech Republic this group does not seem to have serious difficulty in finding jobs at the present time. Whether their dropping out of education is actually induced by job opportunities or whether they drop out because university study does not suit them is hard to ascertain. Many will go directly into enterprises where no doubt they will have specific on-the-job training.

Well organised pathways that connect initial education with work, further study or both

The decision about entry to vocational pathways is taken early in secondary school and the majority of young people are in some form of school-based vocational education or apprenticeship even the trend is to prefer pathways that keep open the option of university study. In accordance increases slightly the proportion of youth in the general fields of study, while the share of vocational education is proportionately reduced, particularly in the secondary education with a vocational certificate.

Supporting the transition of youth from formal education into the labour market in the Czech Republic is addressed by cooperation of school guidance system and the guidance employment system.

First of all, it's a good set of school guidance services where at each basic, secondary, and tertiary professional schools is possible to have 2 – 4 guidance positions:

- **Educational counsellor** (compulsory) - a teacher with higher education diploma from bachelor's or magister's study program in the field of pedagogical sciences and a higher education lifelong learning course for educational counsellors (250 study hours). Educational counsellor addresses a wide range of issues related to the educational process (offenses against school regulations, school failure) and the transition of pupils to the next level of education or the labour market. Educational counsellor cooperates with other institutions such as the PPP (see below) or IPS ÚP (see below).
- **School prevention methodologist** (compulsory) – a specialist with higher education diploma from bachelor's or magister's study program in the field of pedagogical sciences with a basic course in psychology and a higher education lifelong learning course for school prevention methodologists (250 study hours). School prevention methodologist is a part time employee dealing with prevention of negative social phenomena.
- **School special education teacher** – a specialist with higher education diploma from master's study programme in the field of pedagogical sciences focused on special educational needs. In case that there are at the school pupils visually impaired the special teacher has to pass a higher education lifelong learning course for specialise activities with orientation of visually impaired (250 study hours). Whether the school needs this position depends on the director decision.
- **School psychologist** - a specialist with higher education diploma from master's study programme in the field of psychology. Decision on establishing this position depends on school director. The decision is lead by the number of pupils with behaviour problems.

Moreover, in each Czech district is from 1967 working one or more

Pedagogical – counselling centre (pedagogicko-psychologická poradna - PPP) established by the Ministry of Education and now falling under the cognizance of regional authorities. PPPs are serving to all citizens, albeit its main target group are school pupils and students. The Educational Act states many cases when an expert view of PPP is needed for a school decision (school maturity, special needs, learning disability etc.). PPPs have erudite staff psychologists with a wide repertoire of services provided, such as the assessment of school maturity, addressing school failure, or educational problems, including guidance for learning and careers options. PPPs are not specialists in the real labour market and provide only general information on the optimal learning and professional orientation.

Information on the labour market have information and consulting centres (informačné-poradenské stredisko úradu práce - IPS UP) that were established after 1990 at each of 77 Labour Offices. IPS UP provides prospect school leavers with information on careers, the local labour market and demanding professions, but also with offer of regional educational institutions. Their guidance counsellors are in contact with educational counsellors from schools and invite them and the prospect school leavers for group counselling and presentations of their possibilities and the labour market situation. Pupils and their parents can book individual counselling aimed to help with children future career and/or choosing a particular profession, study programme or particular school.

During the past ten years the educational sector has become more involved in the support of the career choice process. There was introduced a subject related to these issues (career choice education at basic schools and an introduction to the world of labour at secondary schools) which provides the relevant support as part of the educational process. These are not new subjects – this subject matter is incorporated into the syllabi of social sciences with a view to developing key competencies necessary for self-understanding, work with information about occupations, search for such information, its classification and evaluation and, particularly, the preparation of pupils and students to plan the career choice process. In the new system of national (framework) and school curricula the subject matter is included into the subject area “Man and the World of Work”.



5.3 Pathways from School to the World of Work in Denmark

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Denmark (as described in the OECD-report from 2000) in general is still doing well in relation to the basic goals:

There are a high and increasing proportion of young people with full upper secondary education, and few teenagers or young adults left outside school and work. In later years newly qualified have a relatively fast transition to occupation. Concerning equality there are more females than males achieving an upper secondary education, but more worryingly a relatively low percentage of especially immigrants get a youth education and more are unemployed. Despite the intentions, fewer get a youth education, and as a consequence of the present economic crisis we must expect the situation of young people with low qualifications, social problems and immigrant background etc. to worsen.

Legal framework for transition, policies and strategy processes

The legal framework for youth education, transition and supporting structures in Denmark are primarily these acts and regulations:

- Acts on upper secondary education:
<http://www.uvm.dk/service/Love%20og%20regler.aspx>
- Act on Vocational Education and Training: LBK nr 1244 af 23/10/2007
<https://www.retsinformation.dk/Forms/R0710.aspx?id=105174&exp=1> and
- Act on Educational and Vocational Guidance: LBK nr 673 af 01/07/2009
<https://www.retsinformation.dk/Forms/R0710.aspx?id=125746>

These and other acts and regulations support transition processes through topics on labour orientation in education, school-organised workplace experience, practice placements in youth education (with quality control), mentor arrangements, parents' involvement in guidance etc.

Additionally different programmes support the transition process, e.g. Project Youth Education for All (from 2007), Identification of pupils with special guidance needs from grade 6 in primary schools (from 2008), New Chance for Young People (from 2009) and a number of bridge-building courses/activities.

The educational system in Denmark

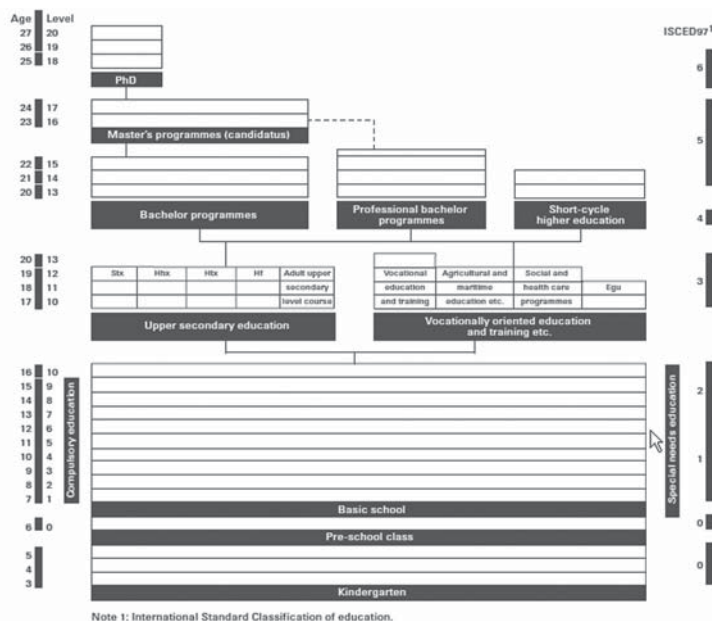


Figure 1: Facts and Figures 2007, Danish Ministry of Education, Statistical Publication no 3, 2008

Transition stages are between all the boxes.

The key features of effective transition systems

A healthy economy

In relation to education and transition goals the economy in Denmark is rather healthy in spite of the present financial crisis. The general unemployment rate still is relatively low.

Well organised pathways that connect initial education with work and further study

The pathways are well organised and clearly defined (see figure 1 above): The Danish benchmark for 2015 is accomplishment of youth education by 95 % of one years youth population, and accomplishment of further education by 50 %. But the division between general upper secondary and vocational education into different paths, school systems and cultures might play a key role in the drop out rates in vocational training (see chapter 4).

Tightly-knit safety nets for those at risk

Local delivery mechanisms co-ordinate practical assistance across several policy domains and levels of government in order to tailor the assistance to the

needs of the young people. The safety net involve a number of interventions: Annual meetings between parent and teacher(s) in compulsory school, study guidance at every youth education institution, and initiatives targeted at young people with special needs: Mentor arrangements connected to the transition from primary school to vocational education; systematic reaching-out activities concerning drops-outs from youth education; interviews with pupils in youth education with a risk of dropping out.

Good information and guidance

A new National Act on educational and vocational guidance was implemented in 2004. The reform implied a major change in the structure and organisation of the guidance system into:

- Local youth guidance centres (UUs), targeted toward transitions between
- compulsory school and youth education
- Regional centres that provide guidance connected to continuing training and further education (Regional Guidance Centres / Studievalgscentre)

These changes resulted in a more independent and transparent career guidance system for young people (Country Reports DK 1 (2007) & 2 (2008).

Effective institutions and processes

For decades Danish education policy has been aiming at creating effective transition institutions and frameworks: Intermediate bodies between educational institutions and employers, regional and local cooperation and initiatives, monitoring and evaluation, launching of comprehensive reforms, and extensive use of pilot projects.

Youth friendly society and economy

Four examples of this: Training programmes within enterprises under wage arrangements and employment contracts. Students' entitlement to study grants and loans from the Danish state (18+). A high percentage of students' having part-time and holiday jobs with guaranteed minimum wages. Boarding facilities and special housing for students.

Good quality of basic education and individualised educational support

In general and compared to countries with similar characteristics basic education is of a high quality in Denmark and there is a variety of regulated and individualized education support measures to ensure that youth education prepare the students for further studies or for a profession or both. In either case, the emphasis is on developing the personal, professional, and theoretical qualifications of the students.

The situation in Denmark in relation to the basic goals that OECD has suggested all policies should aim for

This chapter is written on basis of data from the Danish Ministry of Education (www.uvm.dk) and The Danish Department of Statistics (www.statistikbanken.dk).

About education and completing education

5 % of the students leave basic school without further education. 63% continue in upper secondary education and about 30% go to vocational education and training programmes - a small number (3%) continues to other educations. The proportion of a youth cohort which enters an upper secondary education is increasing, from approximately 53% in 2000 to 63% in 2007. During the same period the proportion entering vocational education and training has decreased from 35% to 30 %.

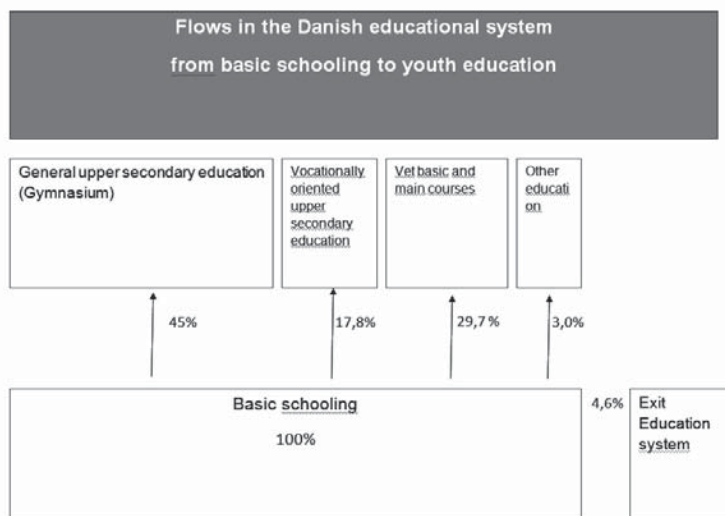


Figure 2: Flows in the Danish educational system from basic schooling to youth education

Source: Facts and Figures, the Danish Ministry of Education, 2008

The girls primarily choose the upper general secondary education, whereas the boys prefer vocational education and training programmes. On average the percentage of male students is 55% and female students is 45% in Vocational Education.

There are also differences between ethnic Danes, immigrants and descendants. A far greater percentage of immigrants and descendants do not continue in an education programme. Whereas 6% of the boys in total do not continue in an education programme, this is the case for 16% of the boys among immigrants and descendants. As for the girls, a little less than 5% of the total group does not

continue in an education programme, whereas it is the case for 15% of the girls in the group of immigrants and descendants.

In spite of the goals the total rate of completing a youth education is decreasing, due to more drop outs in vocational education. In both 2000 and 2005 the completion rate was about 80% for upper secondary education, but for vocational education 59% in 2000 and 51% in 2005. According to UVM 2008 this is owed to circumstances such as: Not all students obtain a practice placement, some students change to another education en route, and still others are dropping out. The student groups in upper secondary education and vocational education are different, which should be taken into consideration when comparing the completion rates.

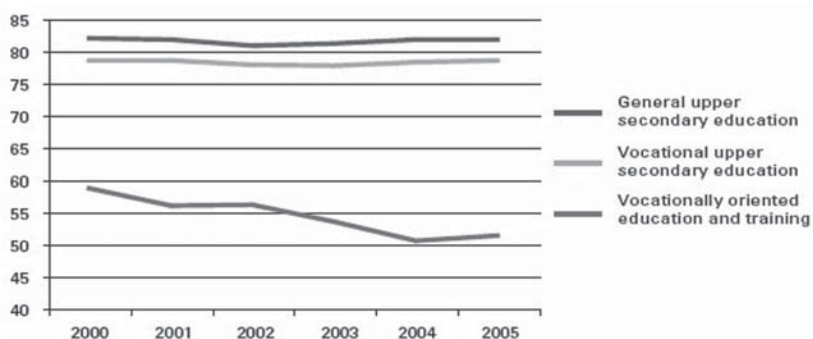


Figure 2 Completion rates in youth education programmes
(UNI•C Statistics & Analysis 2009)

The major part (82 %) of those dropping out of upper secondary education is expected to begin another youth education. Of those dropping out of vocational education, only 60 % is expected to start another education. For immigrants and descendants the completion rate is lower than average: Ap. 66% for secondary and 39% for vocational education. But as the only group the proportion of descendants who complete a youth education is increasing: 5% from 1999 to 2008 (UNI.C 2009). The conclusion from The Ministry of Education is that the Danes are very well educated (2008). But the goal of 95 % completing a youth education is far from fulfilled. For the cohort completing basic school in 2007 the ministry expects 37% to be without a youth education after a 5 year period and 22% after a period of 10 years.

About employment and unemployment

Since 2004/2005 the unemployment in Denmark has decreased (figures from 2009 are not yet available and they will show a serious increase): In total in 2004 147.666 were unemployed, in 2008 only 59.866 (Statistikbanken 2009). For young people the same tendency is valid: Unemployment for 20-24 year-olds declined from 12.100 to 5716, and for 18-19-year-olds from 2411 to 1659. Few young people have been unemployed in later years. In general the rate of employment was about 76% in 2008, but higher for people with highest

education (about 90%) and 62% for people with only basic school. But for the newly educated the opposite is true: the higher education the lower rate of employment: 85% for people with long higher education, whereas vocational education leads to a fast transition to jobs (94%) (UNI.C 2009).

Concluding, summarizing remarks

There might be latent serious problems for the future underneath the mainly positive figures – and the statistics could be read and interpreted in several ways. Despite the intentions, fewer get a youth education. The majority of young people are enrolled, but a considerable part does not complete, especially the drop-out rate is alarming in vocational education and training. It can be due to both the structure where the number of practice places follow the economic conjunctures and due to the gap between requirement of the education and the background of young people.

During the economic boom there were jobs also for the non-educated, but as a consequence of the present economic crisis we must expect young people with low qualifications, social problems and immigrant background etc. to be left behind.

It is difficult to pretend that simple solutions are possible. The structure of the education system could be changed, some parties radically propose 13 years of obligatory education; the guidance and other support structures could be furthermore intensified – but the main question could be if there is a place for everybody to fit in the economic structure of the labour market.

Existing materials, statistics, documentations, studies, surveys

There is a plentitude of statistics available (see previous chapter) and they are frequently used in the discussions about politics and strategies. But it is not possible on this basis to deliver precise answers on how to improve transition. Both the various possibilities of interpretation and the underlying hidden complexity claim political decisions.

5.4 Pathways from School to the World of Work in Finland

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Finland is doing fine for knowhow, but not so good for the job market. According to a OECD report (2009) Finns over 20 years of age attend education clearly more than young people in OECD countries on average. In 2007, the attendance rate of this age group (20-29-year-olds) was the highest in all OECD countries. At the same time, among young men aged 20-24 a larger share than the OECD average is outside education and unemployed.

According to the report's information, the Finnish education system faces two challenges. On the one hand, there are young people under 20 with a risk of exclusion because of lack of education, and, on the other hand, 20-29-year-olds enter labour market later than young people in many other OECD countries.

Legal framework for transition, policies and strategy processes

The Ministry of Education is responsible for the organisation of guidance and counselling services in comprehensive and upper secondary schools and in higher education. Guidance and counseling are part of the national core curriculums. The regulations concerning the educational environments and system are drawn up by the Ministry of Education. The legislation on labour market services provide detailed instructions concerning the purposes and principles underpinning the information, guidance and counselling services offered by the employment and the economy offices.

The Education System of Finland

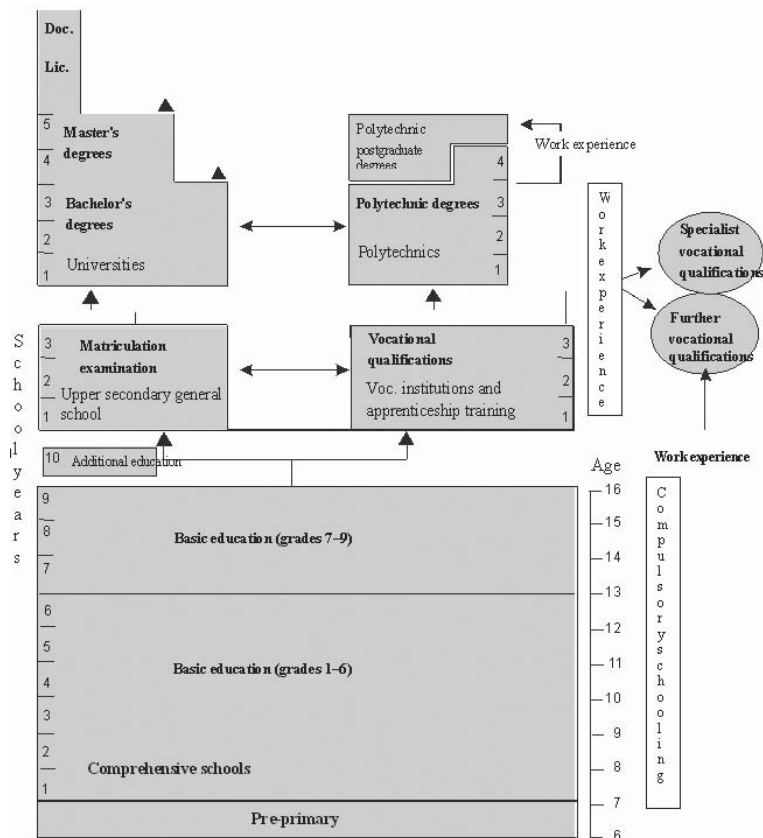


Figure 1: The Education System of Finland, Finnish national board of Education.

Source: <http://www.edu.fi/english/SubPage.asp?path=500,4699>

Transition stages are between the boxes

The key features of effective transition systems

In Finland the pathways that connect and connect initial education with work and further study are well organised and defined. Students' opportunities to progress from one level of education to the next is safeguarded by legislation. Both general and vocational upper secondary certificates provide eligibility for further studies in universities and polytechnics. A student completing one level is always eligible for the next level studies. This assures harmonised qualifications and their quality and guarantees students' rights.

In Finland **careers information, guidance and counselling services** are provided mainly by two established public service systems: student counselling within the public school system, and the information, guidance and counselling

services run by the public labour administration. There is a clear division of labour between these two systems. Schools have the main responsibility for student counselling, with the guidance and counselling services of the employment offices complementing school-based services, being mainly targeted at clients outside the education and training institutions.

The **co-operation for cross-sectoral services** is stated in legislation on student welfare. Finnish Ministry of Education proposed that the Youth Act be amended 2010. The aim of the network would be to gather information on the conditions in which young people grow up and live and in support of local decision making and planning. The network would not deal with issues of individual clients but work on a more general local level focusing on the feasibility of services required by young people. In addition, the law would enact on outreach youth work, which aims to reach the young people in need of support and help them gain access to the types of services and support that promote their growth and independence as well as their entry into education and the world of work. The municipalities should appoint a youth division authority responsible for the implementation of outreach youth work.

Ministry of Education launched a Flexible Basic Education (JOPO®) project in 2006. In spite of many positive results to reduce drop-out of education 7% of school leavers after 9 years of compulsory education in Finland 2007 did not continue directly in education. It develops new methods catering for individual needs which use activity based learning, small group teaching, on-the-job learning and different learning environments. JOPO activities support pupils in finishing school and applying for further training by means of multiprofessional cooperation, early intervention and intensified school-home cooperation.

A transitional year after compulsory 9 year education will be possible for students who have completed their comprehensive education. The students can attend this also after one year of comprehensive education. The national guidelines for this transitional year include both the general and individual goals of the education. The aim of this year is to provide students a years time to explore their personal growth and also potential career paths.

After basic education Guiding and Preparatory Vocational Upper Secondary Education Programme „Vocation Start“ concentrates on the effectiveness of the guiding and preparatory education in upper secondary vocational education. The supportive education programme is meant for those young people who are unsure about their future vocational or other kind of follow-up studies and who are searching for their individual learning paths.

Within these programmes students have opportunities to explore various options and professions on totally work-based programmes within enterprises. An eligible action plan can be implemented in education that is more practical. Theory will be integrated into education. The emphasis is on evaluating ones interests and potentials and on transition learning.

Basic goals (from OECD) suggested that all transition policies should aim for

Entrance to education

Ninety-four per cent of completers of the 9th grade of comprehensive school in 2007 continued studies in the same year, the corresponding figure for passers of the matriculation examination was 43 %. One-half of them (60 per cent of women and 42 per cent of men) went on to study in upper secondary general school.

	Year of graduation							
	2007		2006	2005	2004	2003	2002	2001
		%	%	%	%	%	%	%
Completers of 9th grade of comprehensive school	65,235	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Continued studies in year of graduation								
in upper secondary general education	33,152	50.8	51.1	53.2	54.1	55.1	54.8	54.2
in upper secondary vocational education	26,548	40.7	40.1	39.4	38.4	37.0	36.7	36.1
on 10th grade of comprehensive school	1,294	2.0	2.1	2.5	2.5	2.4	2.6	2.9
Did not continue studies	4,241	6.5	6.8	4.9	5.0	5.5	5.9	6.8
Completers of the matriculation examination	33,420	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Continued studies in year of graduation								
in upper secondary vocational education	1,412	4.2	4.2	4.4	4.0	4.0	4.0	4.1
in polytechnic education	6,366	19.0	17.4	18.2	17.0	15.2	16.0	11.7
in university education	6,725	20.1	20.5	19.5	19.2	19.0	19.4	19.4
Did not continue studies	18,917	56.6	57.9	57.9	59.8	61.8	60.6	64.8

Figure 2: Direct transition to further studies of completers of the 9th grade of comprehensive school and passers of the matriculation examination

Source: Education Statistics, Statistics Finland

Forty-one per cent (32 per cent of women and 49 per cent of men) went on to attend upper secondary level vocational education while two per cent went on to the 10th grade. Vocational education has grown more popular in recent years while upper secondary general school education has lost some of its popularity. Six per cent of the completers of comprehensive school did not

continue studying. The proportion of those who remained outside further studies diminished by 0.5 percentage points from the year before.

Matriculation examination attained by nearly 90 per cent and vocational qualification or tertiary degree attained by over 70 per cent of students who start studies. In all sectors of education men's pass rate is lower than that of women. Among the students who started polytechnic studies in 2003, the highest pass rate after four-and-a-half years was in the field of welfare, health and sports, where it stood at 65 per cent. The lowest pass rate, at 20 per cent, was in the field of technology and transport.

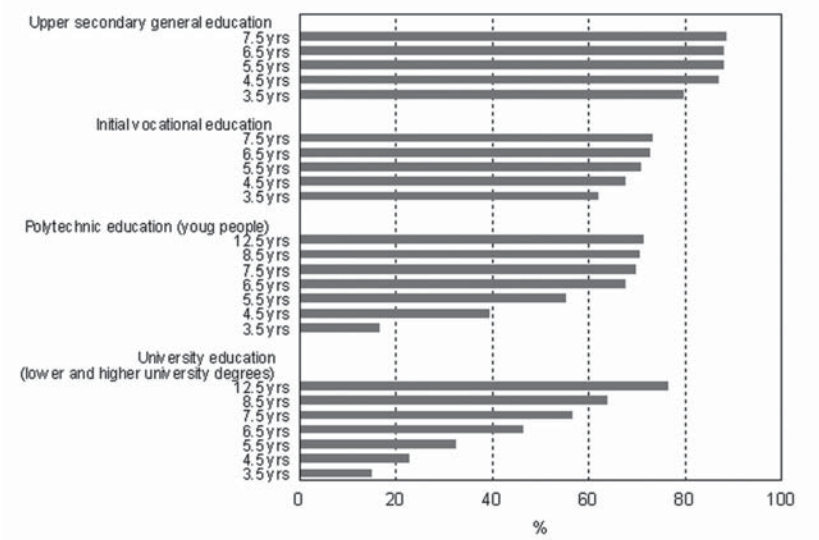


Figure 3: Pass rate by educational sector in different regerence periods by the end of the 2007
Source: Education Statistics, Statistics Finland

About employment

The total number of students in the labour force was 350 000 in July 2009, which was 45 000 lower than one year ago. The number of employed students decreased by 49 000 and stood at 317 000. Of the unemployed persons, 33 000 were students, which was 4 000 more than one year ago. The number of students outside the labour force was 242 000; which was 32 000 higher than twelve months back. The Labour Force Survey classifies as a student a person who reports that he/she is studying towards a qualification in a comprehensive school, upper secondary school, vocational institution, polytechnic or university. The definition is independent of a person's labour force status. In the statistics, a student can be classified as an employed or unemployed person or as a person outside the labour force. According to the Labour Force Survey, the total number of persons attending education leading to a qualification was 592 000 in July. Finnish Ministry of Labour proposed the Act be amended 2010 aiming that all citizens have equal economical opportunities to participate on adult education.

	Year/Month	
	2009/07	2008/07
	1000 persons	
Students in education leading to a qualification according to the Labour Force Survey	592	605
Students in labour force	350	395
Employed students	317	366
Unemployed students	33	29
Students not in labour force	242	210

Figure 3: Changes in the employment of students 2009/07 – 2008/07 according to Statistics Finland's Labour Force Survey

Source: Education Statistics, Statistics Finland

5.5 Transition in Germany 2009 – some spotlights

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The following text shows some spotlights on transition in Germany 2009. Characteristic for the transition is the complex system and well-developed and implemented “basic” instruments. In the last years more innovative instruments are developed and we can find good practise of “transition management” or “case-management”, especially for those who are at risk. In many activities the different actors on local or regional or national level are integrated. In terms of the transition itself, we are facing a divided reality between highly trained young people, more or less smooth transition and stable biographies on the one hand and those who are on multiple risks –beginning with primary education and language and ending in precarious work-circumstances or social transfers. This paper is based mainly on the view of the author and available statistics and reports. More detailed analyses should be based on more research an integration of several experts.

Legal framework for transition, policies and strategy processes

Following we show the most important legacies for shaping effective transitions. Two facts are important to recognize: The federal system leads to sometimes big differences in educational system and transition strategies and policies. And: Many of the initiatives and changes of the last years are still in the development and project level. Important resources are:

- Berufsbildungsgesetz – Federal Act on vocational training
http://bundesrecht.juris.de/bbig_2005/
- Joint Resolution of on Guidance (KMK/PES)
<http://www.good-practice.de/berufsorientierung.php>
- Nationaler Ausbildungspakt - National Pact on Vocational Training3
<http://www.bmwi.de/BMWi/Navigation/Ausbildung-und-Beruf/ausbildungspakt.html>
- Ausbildungsreife - Readiness for vocational training4
<http://www.arbeitsagentur.de/Navigation/zentral/Unternehmen/Ausbildung/Ausbildungspakt/Ausbildungspakt-Nav.html>
- SGB 2, SGB 3 and SGB 8 - Social Act Parts 2, 3 and 85
<http://www.sozialgesetzbuch-sgb.de/>

- Legal Regulation for Education in 16 different Federal Countries
- Nation wide integration Programme
http://www.integration-indeutschland.de/nn_282904/SubSites/Integration/EN/01__Uebersicht/Integrationsprogramm/integrationsprogramm-node.html?__nnn=true

The educational system of Germany

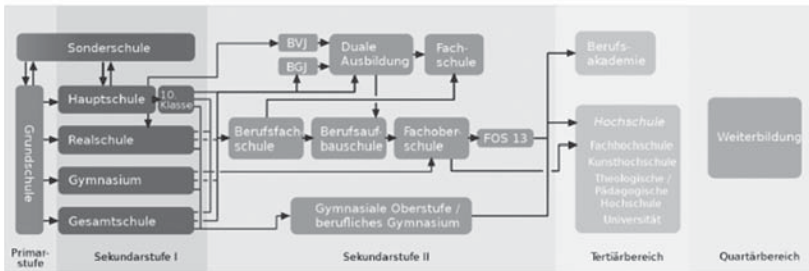


Figure 1: The educational system and transitions in Germany

The figure shows the German educational System. The different transition stages can be identified by the colours from the left side (primary school, green), the secondary education level 1 (blue), the secondary education level 2, including vocational training in the dual system (orange) to the tertiary education sector (yellow) and the further education (light green). The arrows mark the Transitions within the educational system.

The key features of effective transition systems

The German situation about the “key features” can be summaries as follows:

A healthy economy

The economic health is affecting transition also in Germany. But different groups of young people are affected differently. Strongly affected are those young people with no or just basic educational certificates. Also the transition from dual system to employment is affected in the moment negatively. The actual figures for the vocational training sector show good transition possibilities also in times of economic crises. Regarding the Transition from tertiary education to the employment marked the transition rates are good since years, the number of young academics without a good transition is relatively small. Allocation problems exist in some fields out of “non-linear dynamics” (Schweinezyklus), so some years much more students than jobs and than other way around (typically in engineer studies and in education). In the moment and the closer future the prognoses is a lack of academics, the number of students is not growing as strong as the request.

Well organised pathways that connect initial education with work and further study

The pathways for transition from education to work can be characterised as good but sometimes too complicated, especially if young people try to catch up with a higher level of education. In Germany still early decisions (after 4th level/primary school) are prescriptive for the further school (and employment) path. In Germany just 1% of all

Students reached the higher education sector without upper secondary certificate (e.g. in England 15%). Pathways toward further studies are lacking clearness and still lot of regulations make it difficult to have a transition from vocational training paths to the tertiary education sector. The “system” of further education is very diverse and not transparent for learners. The government try to better some aspects (transparency, financing) but follow further on a market model for the quaternary education sector.

Tightly – knit safety nets for those at risk

Especially the stable biography (or stabilization) after school (or to finalize Sek 1) is of importance for those who are at risk. In Germany many young people are on one way or the other in this group. Not just early school leavers, also young people who get into vocational training and work are confronted with unstable career and precarious jobs and employment below their education and qualification level. In the last years many developments and projects focused on the risk groups. Especially the merging of social service and “Bundesagentur für Arbeit” (SGB II/Social Act II), but also many activities to rise the educational level of those who are at risk. One of the important projects is the “Kompetenzagentur” Project (Competency Agency Project). More than 200 agencies are built up to encompass young people at risk with a “coaching” and “case-management” model.

Good information and guidance

Traditionally the information-system in Germany is good developed. The processes of guidance for students on different levels of education is under “reconstruction”. In most Bundesländer/Federal States new models for guidance within the last school years in Sec 1 and Sec two are developed and have to prove now their impact. Often a stronger cooperation of different partners (Schools, Companies, Bundesagentur für Arbeit and others) are part of the concept. More often than in former times the integration of Guidance and Orientation is part of the curricula.

Effective institutions and processes

In Germany since some years a shift from Guidance activities on single points of time to a more comprehensive approach of “transition management” can be recognized. The characteristic of such an approach should be, that a process is focused and that more than one group (young people itself) is target group of the approach, e.g. local employers are involved and supported to enlarge the opportunities for young people getting into the world of work, schools are integrated to change curricula to prepare young people better, other institutions are integrated to give support and so on. What is lacking in most of the local initiatives is a clear system of all the activities:

- There are parallel activities without coordination
- Measures are implied without clear evidence of their impact
- Actors with “own interest”, often a commercial interest are active
- Standards and systematically coordination and evaluation of the single initiative
- and the whole approach is missing.

See for Cited Statistics: <http://de.statista.com> (12.09.2009)

For all these social indicators we find important examples of un-equality in Germany. For region, e.g. rural areas and the economical differences in different regions, especially North-East-Germany shows partly enormous problems. But also in the large cities for those with lower educational background the situation is difficult. Migration background is the most crucial of un-equality (Berufsbildungsbericht 2008: 128). In this population the rates of early school-leavers, young people lacking basiccompetences and those without training and within precarious jobs and unemployment is enormous high. The strain of the last years to change this have not that much impact yet.

Existing materials, statistics, documentations, studies, surveys

With the annually published “Bundes-Bildungsbericht” (covering a lifelong leaning perspective) and a high engagement of research institutes (e.g. IAB, DIPF and many other) and good resources of Data (e.g. from Bundesagentur für Arbeit (PES), the SOEP and other), we can summarise, that the knowledge about the situation of young people is good and politics is recognizing this. Within the larger projects and development processes on national or regional level we can UNTERSTELLEN that this information's are used. Often the different stakeholders are involved. The development of an over-all lifelong-learning strategy is still suffering because the federal system and different political strategies. Strategies like nfb8 or the “Koordinierungsprozess Qualität und Professionalität in der Beratung” (Coordination Process on Quality and Professionalism in Guidance9) are working toward a more coherent development.

5.6 Career Guidance and transition in Greece

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In this paper it is presented the official approach of Greece for the crucial issue of the transition from school to work. The report is structured on four axes and presents the legal framework for transition, policies and strategy according to the current educational Greek system. Additionally the report presents the key features of transition according to the basic goals from OECD. Documentation, studies and existing material are also provided. The transition from school to work – and career guidance in general- is a new crucial area for Greece and it has been only two decades since the policy makers started to promote career guidance and counselling as one of the important fields for decreasing unemployment.

Legal framework for transition, policies and strategy processes

Ministry of Education does not define and/or impose to schools a transition plan for each student. However, several career counselling offices run a national training programme and within this programme transition exists for those who wish to work in the open labour market. Service providers promote job placement training to the job and psycho-educational support after employment. Actions and institutions are described below, indicating the main supportive actions of transition from education to the world of work in Greece.

National Center of Career Guidance in Greece (EKEP)

E.K.E.P. (<http://www.ekep.gr/english/index.html>) aims at strengthening bonds and cooperation among agencies and organisations of both public and private sector that run activities, provide services and take initiatives in the area of Career Counselling and Vocational Guidance. E.K.E.P actively participates in the development of communication and coordination of actions taken by private and public counselling and guidance service providers, focusing on the improvement of existing services. Its role as one the main stakeholders in the area of career guidance is summarized in the following:

- being responsible for the education, initial and continuous training of counselling and guidance practitioners, in collaboration with/or supplementing those provided by current training services in the relevant Ministries of Employment and Education,

- defining the conditions and rules under which guidance and counselling services should operate, the relevance and adequacy of counselling and guidance practitioners' qualifications and keeping the relevant registers,
- establishing a National Information Network for the use of all relevant stakeholders and individuals on matters of education, training and exchange with other E.U countries,
- developing criteria and human resource assessment standards regarding education and training,
- organizing conferences, meetings and other events relevant to its aims.

Career Counselling and Guidance Centers (KE.SY.P)

KE.SY.P was established to provide coordination and administrative support to the network of Regional Centres and school based Offices through out the country, ii) the KE.SY.P of the Pedagogical Institute (P.I.) was established to provide scientific support to the network of KE.SY.P and SEP Offices in Greece, furthermore

Secondary School based Career Counselling Offices (GRA.SE.P)

These Offices have been established by the Ministry of Education. Their main task is to support the implementation of Vocational Guidance in schools, as well as to provide career counselling and information to students and their parents as well as to other teachers.

Career Offices in Tertiary Education: Universities & Technological Educational Institutes

These Offices provide pivotal Counselling & Vocational Guidance services to under graduates and/or graduates or post graduates of Universities and Technological Educational Institutes (TEI). Their support consists of various activities aiming to facilitate the integration of graduates into the labour market.

Other school based Initiatives

The last four years, within the framework of Initial Vocational Education and Training Programme which is E.U co- funded, pilot projects for either individual schools or for school local partnerships are implemented.

Distance Based Career Guidance Service through the portal of the Pedagogical Institute (P.I)

P.I has recently developed a web tool identifying the correlation among studies and potential careers, available at <http://sep.pi-schools.gr/studies.asp>. All users are able to get info about vocational and tertiary education and realize the necessary steps that have to follow in order to get a certain certificate; additionally 288 monographs of professions are available, which provide a great range of info for a variety of professions and thus enable young students to have a very detailed overview of a potential profession (i.e. employment rates, prerequisites, job description, range of tasks, etc)

The educational system of Greece

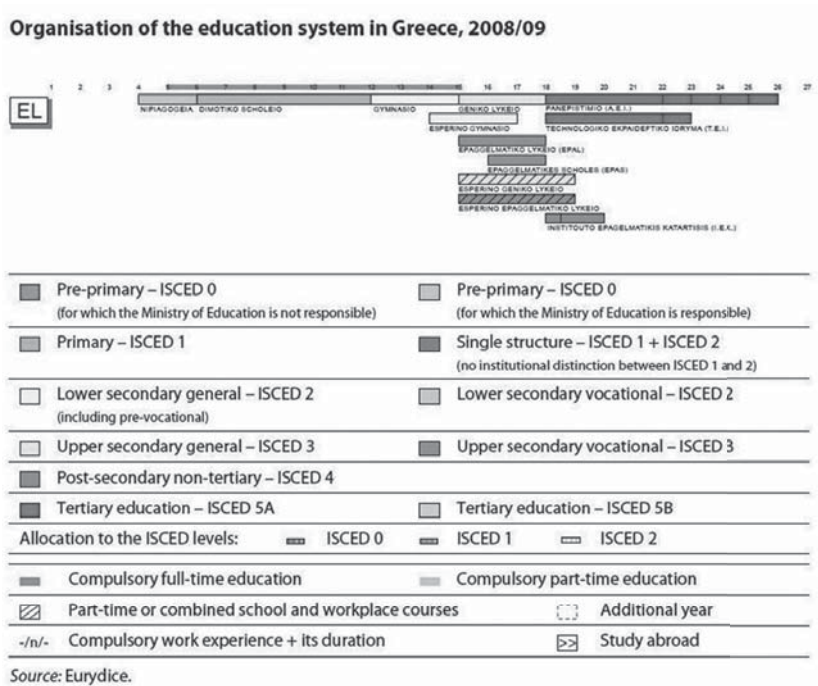


Figure 1: Transition from school to work in Greece

The Greek education system can be divided into two sub systems: (a) formal education and (b) informal education. The main characteristics of the above sub-systems are the following:

Formal education is provided in well-organised state or private institutions, of which general and vocational education can be distinguished. The duration of studies at elementary school is 6 years, at gymnasium - three years, technical vocational schools - TEE - two and three years, lyceum - three years, higher technological institution - three and a half years, and universities four years. The curriculum is not „free“ (it is defined by the Ministry of Education). The informal education is not run by strict rules as far as duration, curriculum, title of rights, etc are concerned. It includes every private or state educational activity that does not belong to formal education.

Greece has shown special interest for development of an informal education during the last fifteen years because it recognises that this form of training is much more substantial for certain cases and it is offered in a quite wide network of state and private units. This interest is reflected in law 200/1992, according to which OEEK (Organisation of Vocational Education and Training) has been established and developed.

The key features of effective transition systems

Summarizing the Major Components of Present Training Programmes it should be presented the following:

- Initial assessment: Admission to a vocational training centre depends on the results of the applicant's complete psycho-medical diagnosis.
- Pre-vocational experience: This phase is designed to orient the trainee with the range of vocational skills offered by the centre, in order to further assess his/ her capacity for a particular job.
- Vocational training: the greatest part of students' week is often made up of 25 to 30 periods of instruction, which includes periods in occupational training, social skills (daily living skills) training and periods of enrichment involving a variety of activities such as athletics and music.
- In-centre job placement: in most occupational units students are often placed on jobs within the centre for one or more hours a day or for a few weeks. This phase is designed to acquaint students with the world of work in an actual work environment where their occupational teachers can closely supervise them.
- Community job placement as part of the training programme: it is aimed at bringing about effective and efficient career programming; many vocational centres employ exposure youngsters to community work as part of their programme. The student is thus placed in a real life work environment, where supervision and evaluation are offered.
- Follow-up support: Several rehabilitation vocational centres have one or more specialists to officially keep contact with the handicapped after his/ her employment placement to provide support and assistance to him/her or to the employers.

Some steps for encouraging the business world to offer jobs to disabled people have been recently encountered; this is mainly attained (a) by a quota system according to which all those employing more than 50 workers should include among them a proportion of disabled workers, (b) 80% of the available telephone operator position should be reserved to blind people, (c) the Manpower Commission Service of the Ministry of Work applies a number of financial incentives to persuade employers to hire persons with disabilities.

Basic OECD goals

Despite the increase in education attainment levels, over the past two decades, the high unemployment rate of young people in Greece, especially amongst those with tertiary education, suggest that the skills mix supplied by the educational and training system is far from being aligned with the needs of the labour market.

Regarding Lifelong learning, Greece is making progress towards developing a comprehensive strategy for life long learning; the establishment of the Hellenic Open University and the second opportunity schools; further training programme for teacher; coaching programmes supporting underperforming

secondary and technical colleges' students; and efforts to co-ordinate the systems of secondary vocational education, initial training and ongoing training. A new law for the operation of Institutes for Lifelong learning in Universities and Technological Education Institutes (TEI) is about to be implemented, aiming at giving adults graduates the opportunity to keep in touch with the latest technological developments and changes in the demand on various skills by the labour market. The government also activated in 2005 a national system of reconciling vocational education and training with employment. However the proportion of the population aged 25-64 participating in some continuing education and training programmes is very low according to EU standards. The reinstatement of the extended university programmes (leading to a university or to equivalent degree) catering to the needs of the group aged 25 and above would be a particular benefit. Fast progress in reducing "digital illiteracy" is needed for lifelong learning to be effective. The Operational Programme for the information Society (OPIS), in the context of the Third Community Support Framework, financially supports the penetration of IT in all education levels (from primary schools to universities) and in the business sector, particularly in the case of very small enterprises. The OPIS also attempts the training of teachers and the upgrading of curricula, as accessibility to computers alone does not guarantee better quality in the education system. Progress in the transition to a knowledge base would be further facilitated with the establishment of private universities in Greece, currently prohibited by constitutional arrangements.

The group of disabled people is another area with special interest. Disabled children, who can continue their studies at lyceums or tertiary education, are given the possibility to do so. There are 35 special schools for deaf students and 20 for physically handicapped. Vocational education for the disabled, however, has not been developed to a satisfied degree. This is especially true for those having multiple handicaps and severe learning and/or behavioural problems.

Existing materials, statistics, documentations, studies, surveys

In Greece just the last decades has been arisen the issue of carer guidance and transition from school to work as one of the important issues for education and employment. Some of the latest researches and studies are presented below in order to make more clear the situation in Greece. Most of the documentations are presented by the institute of "Transition Observatory".

- **Graduates in the Labor market: evidence and career education policy issues for Greece**

Gender, primarily, work experience acquired while attending school, and knowledge of a foreign language (in this order) seem to be the most important factors which determine the employment status of secondary general and vocational education graduates in the Greek labour market. Evidence from a national graduate survey shows that employment mismatch, earnings and unemployment period following graduation are differentiated unfavourably for women, and favourably for individuals who held a job while attending school, and for those who were certified in a foreign language (mainly in English).

School-based career education policy measures such as a more efficient informing of students on labour market conditions, and linking schools with local enterprises through alternating (school-industry) entrepreneurial activities, would raise the quality of the vocational orientation of the students and enhance their opportunities to secure matched employment upon graduation.

- **Upper secondary curriculum options and labour market performance: evidence from a graduates' survey in Greece**

This paper presents empirical evidence from the 1st Graduates Survey and discusses labour market performance of graduates from curriculum options in a diversified upper secondary education scheme, with emphasis on the benefit of choosing the vocational intensity of instruction. Such evidence, which was generated for the Greek education system, shows a generally high employment mismatch (68%-85%), the largest mismatch attributed to graduates from an integrated-comprehensive curriculum option and the smallest to graduates from the occupation specific curriculum option. On the other hand, the evidence shows that these options benefit low achievers, who remain at school, acquire at least minimum employable skills and avoid long-term unemployment. The evidence did not show differences in earnings relative to type of curriculum completed, but it did show differences relative to gender (females had lower earnings) and to type of employment (i.e. self employment, civil servant, employer, etc.).

- **School-to-work transition performance of “male”, “female” and “neutral” vocational streams: a gender balance sheet for vocational education graduates in Greece**

The issue of gender-related differences in the transition of secondary vocational education graduates from school-to-work is discussed, relative to ‘male’, ‘female’ and ‘neutral’ curriculum choices, using findings from a national survey of graduates (1st Graduates Survey). This article suggests that gender equity in entry and transition to labour market is a complex issue, when explored relative to gender related choices of vocational streams and gender differences in transition performance. The findings were generally consistent with the initial hypotheses, relative to the social context, that prevails in Greece. The evidence supports the French conclusion that, under certain conditions, non-traditional education and training can benefit young women in their school-to-work transition. On the other hand, unlike the French findings, data on some segregated training programmes show that female labour market performance is surprisingly favourable, especially for pre-vocational training courses, which have a stronger general education component in the curriculum than vocational education courses.

- **4th dropout survey (cohort 2003-2004): dropouts in secondary education (gymnasium, integrated lyceum, technical-professional schools)**

Quantitative findings of a survey on dropouts from all types of Greek secondary are presented and compared with corresponding findings of previous dropout surveys and with relevant findings from other European countries. The main finding of this survey is that the dropout rate decline in lower secondary education (as found out in previous dropout surveys) does not seem to continue. According to an estimation, which is based on the findings of this survey, the dropout rate for overall secondary education (lower and upper) is up to 14%. Although Greece, when comparing with other EU countries, ranks in middle position in secondary education dropout rate, the abovementioned figure makes difficult for the country to reach the objective set by European Council in 2003 (EC Objective: By 2010, an average ratio of no more than 10% early school leavers should be achieved).

- **3rd dropout SURVEY (COHORT 200-01): Dropouts in secondary education (gymnasium, integrated lyceum, technical-professional schools)**

Quantitative findings of a survey on dropouts from all types of Greek secondary schools (Gymnasium, Integrated Lyceum, and Technical-Professional Schools) are presented and compared with corresponding findings of previous dropout surveys and with relevant findings from other European countries. The national average dropout rate has been found to be steadily declining.



5.7 The Role of Industrial Relations in Transitions from School to the World of Work in Italy

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The most advanced economies are generally characterised by a progressive raising of the age at which young people enter the labour market, rising significant social and economic problems in a context in which the population is ageing. The increase in educational levels and well-being is in some cases accompanied by a significant level of intellectual unemployment, together with difficulties on the part of enterprises in recruiting employees with the right skills. The question of youth employment has therefore become an extremely urgent matter which should play a key role on the agenda of political decision-makers and trade union leaders. When applying the school-to-work transition concept to the industrial relations methods, it becomes clear that human capital improvement, work productivity and effective measures to deal with youth employment can be achieved only if policies are designed to cover the period before entry into the labour market, i.e. the education and training phase.

Legal framework for transition, policies and strategy processes

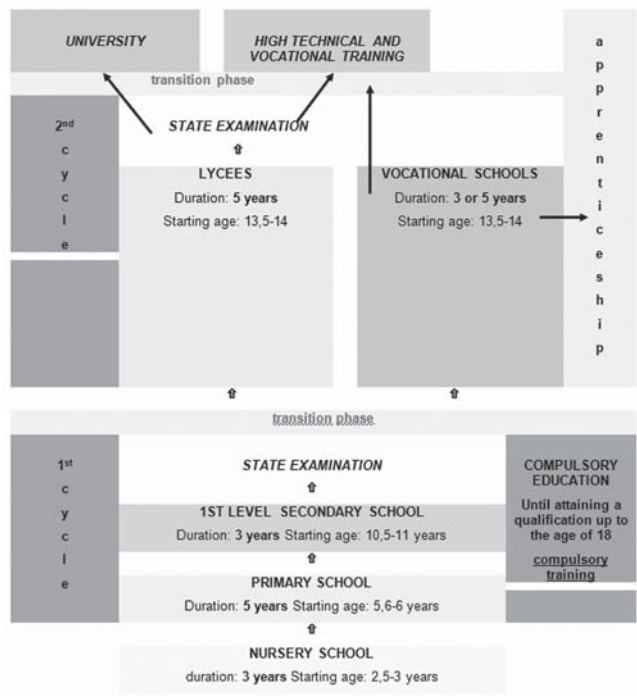
According to a ministerial directive of 1997, guidance 'finds expression in a series of activities aimed at forming and develop the students' self knowledge, the environment where they live, the cultural and social-economic changes, the educational offers, so that they can manage the project of their own life'; it is, therefore, 'an integral part of the study curricula as well as 'an institutional activity of every school type and level'.

The Ministry of Education keeps on paying high attention to school guidance, also through directives addressed to peripheral bodies and schools in order to point out the necessity to reinforce guidance actions within the Plan for the educational offer in the view of continuing to study and to enter the labour market.

This interest has been recently confirmed with the institution of the National Committee for guidance with study, analysis, planning and technical-scientific counselling tasks. The committee should promote the comparison among school actors, local authorities and the university for the definition of guidance lines, the decision of work methods and to carry out operational/experimentation initiatives and pilot projects.

Law 53/2003 establishes that the lower secondary school is subdivided into a two-year period and a third year which concludes the educational path and ensures guidance and connection with the second cycle. Lower secondary school should help students to orientate themselves towards their future education and training choice.

The Italian educational system



A key feature of effective transition systems

According to many labour law scholars, the schemes providing incentives for youth employment have failed to produce positive results. In general these schemes provide for a reduced level of contributions, tax relief, and employment conditions that are more favourable to the employer (e.g. allowing for easier termination procedures) as incentives for enterprises prepared to hire young workers, or alternatively they consist of job creation programmes (socially useful work, temporary public-sector jobs).

In many cases these schemes do not seem to benefit those taking part, as upon completion of the scheme they seek to make the transition to the regular employment market carrying the stigma of having taken part in a job creation scheme, that may have a negative impact on an assessment of their capabilities on the part of a potential employer, who is more likely to hire them in a low-paid

position. Maybe, a realistic explanation of this dysfunctional trends could be that job creation schemes are set up when the problem has reached a critical stage, without examining the factors giving rise to it.

The expressions “employment policies” and “labour policies” refer to two profoundly different concepts. Employment policies are intended to increase employment levels in a socio-economic system, and to achieve this objective, they operate in relation to the regulation of labour while labour policies are intended to promote jobs for certain groups (the long term unemployed, those not in employment, workers lacking the skills required by the market, immigrants, women, young people) by means of employment services, schemes providing for alternation between training and work, the elimination of barriers to access to and exit from the labour market, as well as various kinds of job creation.

It would appear to be far more important to promote the reform of education and vocational training, and to improve the functioning of the bodies intended to promote the employability of young people, by means of networks, whether formal or informal, between international and local institutions, educational and training bodies, employers’ associations and trade unions.

In this connection particular attention needs to be paid to the alternation of periods of school and work, and especially apprenticeship schemes, as well as institutional mechanisms aimed at promoting the placement of students and the transition from education to employment.

It is important to identify regulatory techniques that are innovative both in terms of method and content. From the point of view of method, there is a need to take account of the limits of traditional techniques imposing norms from outside the employment relationship, that are not necessarily capable of dealing with all the interests of the parties, nor of keeping up to date with changes taking place, and as a result they may not be capable of generating truly effective solutions.

In terms of content, this concept enables us to focus attention on shortcomings in the “accumulation” of human capital in the phases leading up to entry into the labour market.

In terms of method, the concept of the school-to-work transition gives rise to the need for a highly institutionalised regulatory approach, not based on conditions imposed by an external authority, but on the participation of all the stakeholders (the public authorities, the social partners, education and training institutions). Only a strong institutional structure, including all these actors, can strengthen the links between the various phases of the transition.

This is because on the one hand they are the actors who are best placed to interpret the employment needs in a given economic situation; and on the other hand because they play an essential role in monitoring and safeguarding the workforce against irregular practices (to prevent training schemes from being used solely as a means to supply low-cost labour, or as a means to replace adult workers with young people prepared to work for low wages).

This could lead to a new concept of education and training, no longer considered as a self-referential world of its own, but rather as a resource closely linked to the world of work.

Basic goals

- good industrial relations in order to smooth the transitions from school to work, avoiding long term youth unemployment
- good guidance and counselling in order to avoid mismatch between labour demand and labour force skills supply
- strong and widespread networks between all different stakeholders having a role in labour market and education, especially at local level. Schools have the final responsibility of counselling activities, but they cannot do it unless they belong to a network where each node have specific competencies and roles in the labour market and share a strong and clear commitment.

Existing materials, statistics, documentations, studies, surveys

Labour and education scholars, labour organisations as well as statistical institutions produce a huge amount of data, researches, reports and investigations of undoubtedly high value.

The problem is that they do not work in a holistic vision, linking the worlds of education and employment, moving beyond the traditional conception of legal measures and industrial relations, and education and training systems, that have until now been considered as two separate spheres, studied by specialised research groups who are separate from and not in communication with each other.

5.8 School and the World of Work in The Netherlands

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The vast majority of young people in The Netherlands is doing well. The educational level of the population has been rising over the years and the number of early school leavers is decreasing. However schools still have difficulties in offering proper career orientation and guidance. In order to improve transition from school to the world of work it is necessary to improve the quality of career guidance.

Legal framework for transition, policies and strategy processes

Tackling dropout' is a new approach by the Ministry of Dutch Ministry of Education, Culture and Science designed to halve the number of early school-leavers. Introduce a compulsory combined work and learning scheme for young people up to 27. Some of the main principles of the programme are additional attention to the transfer from VMBO (pre-vocational secondary education) to MBO (secondary vocational education) and better career orientation and guidance, study choice and counselling.

The educational system of The Netherlands

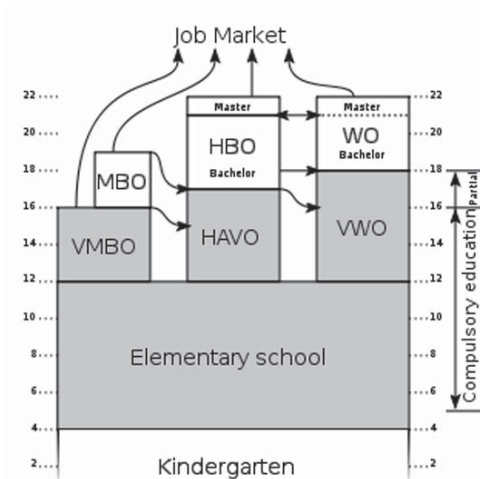


Figure 1: The Education System in the Netherlands

Dutch education system has limited educational facilities for children under the age of 4. Pre-school and early childhood education focuses on children aged 2 to 5 who are in risk of developing an educational disadvantage. Most Dutch children enter primary school in the year they turn 4, although the mandatory school age is 5. Primary education lasts 8 years. For pupils who require specialized care and support, there is special (primary) education and secondary special education.

On average, children are 12 years of age when they enter secondary education. This sector offers several options: pre-vocational secondary education (VMBO), general secondary education (HAVO) and pre-university education (VWO). Pupils can also transfer to practical training (PRO) or secondary special education (VSO). After special (primary) education, the majority of pupils transfer to VMBO or PRO.

After VMBO, at an average age of 16, students may transfer to secondary vocational education (MBO). Those who have completed the theoretical programme can also choose to transfer to HAVO. HAVO is intended as preparation for higher professional education (HBO). VWO is intended to prepare students for research-oriented education (WO). In practice, however, a limited number of VWO graduates also transfer to HBO.

The key features of effective transition systems

Healthy economy

According to the first provisional estimate by Statistics Netherlands, the Dutch economy raised by 0,1 percent in the 1st quarter of 2010 compared with the same quarter last year. Households spent 0,4 percent less than last year. In the 4th quarter of 2009 there were 147 thousand fewer jobs for employees than in the same quarter in 2008. This 1,8 percent fewer jobs is a longer term job development. The effects of the recession are now being felt sharply in employment. The number of temp agency jobs in particular fell. The unemployment rate is 6,6 % of the labour force (April 2010).

Well organised pathways that connect initial education with work and further study

Improvements take place to get a better transition. Because of the economy-crisis students are triggered by schools, labour offices, local government and companies to upgrade their level of qualification. The unemployment-rate is growing and in this stage of economy students, who have problems to enter the labour market, better continue training than being unemployed. Many of these students fit better in practical training. Companies are at this moment not really willing to open learning jobs in their companies. Fully understandable, but in future companies will need new employees because of ageing. Although the present situation doesn't really motivate employers to cooperate in combination programs education-work, it would be wise to focus on long term policy and that means that employers have to give access to youngster to give them work-experience.

Tightly – knit safety nets for those at risk

There are different education-arrangements for youth at risk. These youngsters meet a lot of problems to take part in the regular education system. They are different and they need a specific approach. More and more schools try to open their schools for these youngsters, but still there is a (growing) group which rely on special programs and special guidance.

Good information and guidance

Many students do not know what they want. Proper career orientation and guidance is of enormous help in motivating students, even more so than their personal circumstances and educational achievements. Career orientation and guidance is thus an excellent tool for preventing dropping out but in practice this is not exactly the case. Schools have difficulties in offering proper career orientation and guidance. Their focus is often primarily on what the school itself has to offer; they fail to respond adequately if students are interested in programmes beyond the school curriculum. In addition, schools are not always aware of the demands of the regional labour market – cooperation is the obvious way to go.

Effective institutions and processes

Effectiveness can be improved when the different school types will work closely together to make the school career as a real ongoing learning process. This means that schools have to work integrated. This is for example really going on in 's-Hertogenbosch. Primary schools, secondary schools, VET-schools and school for higher education unite. The local government plays an active role in this development.

Youth friendly society and economy

Youngsters of this generation (compared with baby boomers) can be characterized as more smart, quicker, more social. A lot of features are not within the scope of teachers, guiders and other professionals who are working with these new generation. This creates a gap and a big distance between teacher and student. This situation influences the number of early school leaving enormous. Training of teachers has to be promoted to bridge the gap between the world of youngsters and their guiders.

Good quality of basic education and individualised educational support

In basic education you build the fundamentals for a good school career and a base for a good transition to the labour market. Everybody is unique; pathways to enter the labour market also have to be tuned on the individual characteristics of the students (career choice, capabilities). When the starting point is weak, the further school career and the transition to the labour market will suffer.

Basic goals (from OECD) suggested that all transition policies should aim for.

Young people and education

Most young people spend much of the day in school. Over 95 percent of 4–17 year olds participated in education in 2006/'07. This is to be expected given children are required by law to attend some form of education up to and including the school year in which they turn 16. Moreover since September 2007, they are required to have a basic labour market qualification when they leave school. Over half of young people over 18 were still in education. Female students tend to obtain slightly higher qualifications than male students. More girls than boys leave secondary education with a qualification at pre-university (vwo) or senior secondary general (havo) level, and girls are not only more likely to complete higher education, but also to do so more quickly than their male peers. Native Dutch students graduated not only in greater numbers than students with a non-western migrant background, they also graduated from higher education levels. Although most young people complete their education without too many problems, and leave with a diploma, this is not the case for everyone. Over 50 thousand pupils (4 percent) dropped out of education, and thus left school without a basic qualification in 2005/'06. On the positive side: the drop-out rates were lower than the year before. The drop-out rate is highest in senior secondary vocational training. Boys are more likely to leave education prematurely than girls, and students with a non-western migrant background are more likely to drop out than native Dutch students. Furthermore, children in urban areas, single parent families and low-income households have a higher drop-out risk.

(Statistics Netherlands, National Youth Monitor, Summary of the Annual Report 2008) In 2008 the percentage of young people (aged 18-24 years) in education or with a basic qualification was 86.1. (Statistics Netherlands, National Youth Monitor of the Netherlands, 2009)

Young people and the labour market

For many young people their first acquaintance with the labour market is through a part time job while they are still at school. As soon they leave school, they are expected to find a permanent place in the labour market. Young people who leave education without a basic qualification have less chance on the labour market, as such a qualification is essential for success. People aged 15–22 years without a basic qualification were twice as often unemployed in 2007 than their peers with a basic qualification. Young women, in particular, without a basic qualification are relatively often unemployed. Young people without a basic qualification are also considerably less likely to be active on the labour market, relatively often because of disablement. Youngsters with a basic qualification are relatively often not active because they are in some form of further education. As a result of the economic recovery unemployment among 15–22 year-olds has decreased in recent years, especially among men with a basic qualification.

Educational level

The educational level of the population (age bracket 25 to 64) has been rising ever the years. The share of 25- to 64-year-olds with an educational level equal to a basic qualification (at least a certificate at HAVO/VWO or MBO-2 level) has increased from 63 per cent in 1997 to 71 per cent in 2007.

Moreover, 18 per cent has obtained a higher professional education (HBO) qualification and 11 per cent a qualification in research-oriented education (WO). The increase in the educational level of the population is most marked among young people in the age bracket of 25 to 34: in 2007, 23 per cent had a qualification at HBO level, versus only 15 per cent in 1997. Furthermore, the share of 25- to 34-year-olds among WO graduates rose from 9 to 13 per cent during this same period of time. (Ministry of Education, Culture and Science, 2009)

Existing materials, statistics, documentations, studies, surveys

<http://www.jeugdengazin.nl/english/>

<http://www.voortijdschoolverlaten.nl/english.php>

<http://www.minocw.nl/english/index.html>

<http://jeugdmonitor.cbs.nl/en-GB/menu/home/default.htm>

<http://english.szw.nl/>



5.9 Towards the System of Smooth Transition from School to WOW in Poland

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The system of smooth transition from school to WOW is at present a challenge for the Ministry of National Education in Poland and its social partner the National Forum for Lifelong Guidance, which acts in frame of Statement of Regions' Marshals of Polish Republic in matter of lifelong guidance integration In Poland. The country having positive grow of GDP develops transition policies as the OECD member following its basic goals.

Legal framework for transition, policies and strategy processes

The most important documents directed to build the system of smooth transition from school to WOW in Poland are:

- Law About Education System (7.09.1991), which change the hitherto circumstances of schools' functioning, obligate them to prepare students to choice career path and vocation as well as to adjust learning directions and knowledge to labour market needs;
- Act of Ministry of National Education (21.05.2001), dealing with school statutes, which obligate schools to introduce an inner system of career counselling and subjects related to choice of further education and cooperation with the Psychological-Pedagogical Counselling Units and other institutions dealing with vocational counselling;
- Act of Ministry of National Education (7.01.2003), concerning psychological-pedagogical support for children and youth at schools;
- Strategy of State for Youth 2003 – 2012 (2003): The main aim of the strategy is to improve the situation of young people (16 – 25 years old, which constitute about 17% of population) in Poland on the labour market and in active social and public life.
- Governmental Programme for Equal Educational Chances for Children and Youth (16.09.2008): Activation of Territorial Self-government and NGOs. It deals with development of interests overcoming basic school programmes, cultural competences and improvement of conscious career planning by youth, and guidance to commence the proper job;

- Statement of Regions' Marshals of Polish Republic (15.05.2009) in matter of lifelong guidance integration In Poland; The document emphasizes the central role of the National Forum for Lifelong Guidance in building an integrated system of lifelong guidance with special concern to developing regional and local youth guidance centres.
- Act of Ministry of National Education (28.08.2009), concerning education for safety.

The educational system of Poland

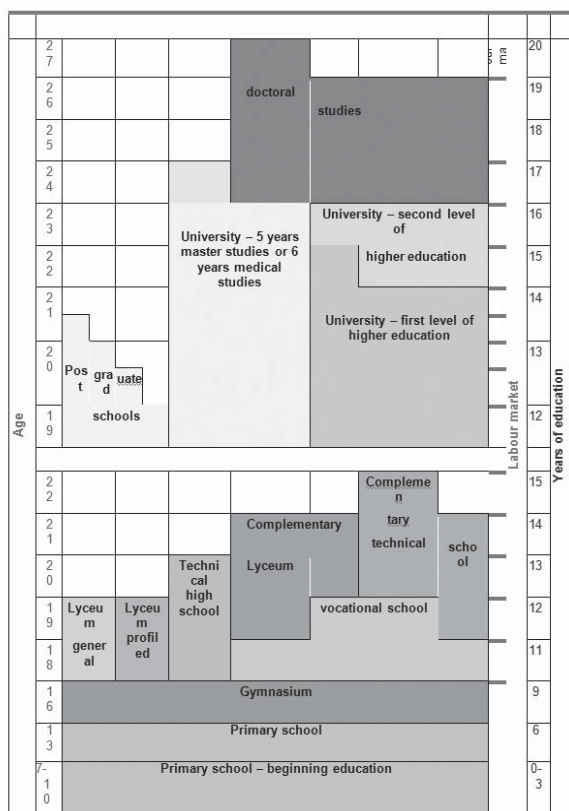


Figure 1: The educational system of Poland with indication of transition points to the labour market related to the educational levels.

The key features of effective transition systems

Good quality of education at all levels - individualised education pathways

In general education in Poland is at the high quality. It reveals PISA results on basic education and other measures like number of winners in subject Olympic games, e.g. in mathematics, physics or ratios of young people passing the Matura (Table 1.), which is rather stable measure year by year.

Table 1. Percentages of young people who pass the Matura in 2009.

	Lyceum general	- Lyceum profiled	- Technical high school
Poland	97%	83%	84%
Region Malopolska	98%	89%	90%

PISA (2006): domain reading – average for Poland 507,64 and for OECD 491,79. Domain: Explaining phenomena scientifically – average for Poland 506,01 and for OECD 500,35. There is a variety of regulated and individualized education support measures to ensure that youth education prepare the students for further studies, which are proved by final examinations or certifications at all levels of education where are the transition points (Figure 1.) plus qualification exam at the end of primary school. The preparation to the professions is very good in all technical and profiled schools but quite poor in Gymnasium, Lyceum and some university' study directions.

Information, guidance and counselling

A new Statement of Regions' Marshals of Polish Republic (15.05.2009) on lifelong guidance integration In Poland opened new possibilities for building an integrated system of lifelong guidance with special concern to developing the regional and local youth guidance centres based on the regional structure of the National Forum for Lifelong Guidance and its Programme-Scientific Committee. A new system for lifelong educational and vocational guidance will be implemented in eng cooperation with the Ministry of National Education in years 2009 – 2020. The reform will entail a major change in the structure and organisation of the lifelong guidance system into:

- Development of regional and local youth guidance centres, targeted towards transition from compulsory schools to further youth education and towards transition from the world of education to the world of work;
- Coordination of educational and vocational guidance and counselling developed in frame of lifelong guidance and integrated by the National Forum for Lifelong Guidance under auspicious of Regions' Marshals;

- Coordination of the institutions, which provide educational and vocational guidance and counselling at present. It means to coordinate such institutions like County Labour Offices, Academic Career Bureaus, Psychological-Pedagogical Counselling Units, School Career Units, Polish Army Activation Centres, Volunteers Work Camps.
- Innovative examples and good practice for development and implementation of innovative methods and measures in school concerning LLG
- Experts from the National Forum for Lifelong Guidance provide courses and trainings for lifelong guidance practitioners and professionals. Over 1,000 vocational guidance professionals were trained but only few percentage of them were school counsellors because hitherto there were no youth career centres in the country.
- The introduced innovative methods and measures are:
 - Individual Action Plan (Trzeciak, Noworol, 2005);
 - Township of Vocational Interests (Noworol, 2007);
 - Questionnaire of Entrepreneurial Abilities (Noworol, 2007);
 - Achievement Motivation Scale (Noworol, 2006);
 - ECENT questionnaire (2007);
 - Repertorium of Competences (Noworol, 2008), etc.

Tightly-knit safety nets for those at risk

The safety nets involve a number of active programmes and measures within and outside schools like regular meetings of teachers with parents in compulsory education, study guidance and other initiatives targeted at young people with special needs or special certification qualifying to further education for children with various disabilities. In general support within schools for pupils with a risk of dropping out is dominated by pedagogues and psychologists, what result in specific, more psychological and more pedagogical treatments. Such activities involving the guidance and counselling mostly at the process of transition from school to the world of work provide usually outside schools the Psychological-Pedagogical Counselling Units. Activities concerning drop-outs from youth education are a domain of the Volunteers Work Camps, the special institution which provides high quality vocational schools for them. The both mentioned institutions provide group counselling mainly through activating workshops, lectures of vocational knowledge, giving information, special trainings and other educational and vocational events.

Youth friendly society and economy

There is a big progress in Poland in this matter. The Polish society always was youth friendly but not the economy. At present, in spite of the financial crisis, Poland has PKB in plus, what means that job opportunities for youth are even better than in the last years. However, the general unemployment rate in graduates is still relatively high. In spite of that one can observe the growing number of training programmes within enterprises under wage arrangements and employment contracts, students' entitlement to study grants and loans from various state and European programmes, a higher percentage of students having part-time and holiday jobs with guaranteed minimum wages, and more

and more trainings, apprenticeships, stages, etc. at the enterprise with boarding facilities and special housing for students.

Basic goals (from OECD) suggested that all transition policies should aim for

decreasing unemployment rate among graduates, increasing the number of students in tertiary education, decreasing the number of pupils with a risk of dropping out from youth education, building a system of vocational guidance and counselling for youth in frame of LLG in eng connection to the national strategy for implementation of LLL, developing tightly-knit safety nets for those at risk and developing youth friendly society and economy.

At present Polish economy reveals the second time the best grow of GDP among member states: that is +1,4% for the second quarter of 2009. In fact, the country is one of two OECD member states where last years saw GDP grow over 6% (OECD National Point, 2009).

Poland has almost 2 million academic students, i.e. half of the population between 19 and 24 years of age. The number has been steadily rising. While 2003 witnessed 366,000 graduates leaving Polish Universities, 2006 saw 394,000 graduates. It is worth emphasising that the number of graduates who opt for doctoral studies is also on the increase; in 2006 the number reached 35,000. Needless to say, Polish students have an excellent knowledge of foreign languages. Over half of them speak fluent English and the vast majority of the rest do have a basic understanding of the language. The second most commonly studied language is German, followed by Russian, French and Spanish.

Existing materials, statistics, documentations, studies, surveys

In recent years Polish economy has recorded sustainable growth. GDP has been growing at high rate, inflation was low, unemployment has been falling. Key macroeconomic indicators are presented in the Table 2.

Table 2. Key macroeconomic indicators of Polish economy

Variable	2000	2001	2002	2003	2004	2005	2006	2007	2008
GDP (bn PLN)*	744	780	809	843	925	983	1,060	1,175	1,266
GDP change, pre ceding year=100*	104.3	101.2	101.4	103.9	105.3	103.6	106.2	106.7	104.8
FDI inflow (EUR million)**	10,334	6,372	4,371	4,067	10,237	8,330	15,741	16,674	10,970
Unemployment rate (%)*	15.1	17.5	20.0	20.0	19.0	17.6	14.8	11.2	9.5
Exports (EUR million)**	39,022	46,537	49,338	53,836	65,847	77,562	93,406	105,893	114,566
Imports (EUR million)**	52,349	55,094	57,039	58,913	70,399	79,804	98,945	118,262	139,329
External trade turnover (EUR million)**	91,371	101,631	106,377	112,749	136,246	157,366	192,351	224,155	259,895
External trade balance (EUR million)**	-13,327	-8,557	-7,701	-5,077	-4,552	-2,242	-5,539	-12,369	-24,761
Inflation rate, CPI, preceding year=100*	110.1	105.5	101.9	100.8	103.5	102.1	101.0	102.5	104.2

Source: *Central Statistical Office (GUS), **National Bank of Poland (NBP)

Table 3. Basic information about Poland

Area	312,679 km ²
Population	38.1 m
Capital	Warsaw, 1,702 thous. inhabitants
Administrative divisions	16 Voivodships, 314 Powiats, 2478 Communes
Legislative Branch	Sejm (460 representatives), Senat (100 representatives)
Executive Branch	President (5 year term), Council of Ministers (4 year term)
Judicial Branch	Supreme Court, common courts, administrative courts, military courts
Time zone	GMT +1
Currency	1 Zloty (PLN) = 100 Groszy
Life expectancy	Females 79.7, males 71.0

More facts about Poland may be found in the publication of the Central Statistical Office Poland in the European Union Poland in Figures and Poland in the European Union

5.10 Counselling and Guidance in the Process of Reform

Institute of Educational Sciences
Romania

Romania is now facing a new stage in the reform of the educational system. Public debates are held, versions of new proposed laws are discussed, all having big media coverage. It is expected that very soon the new Law of Education will replace the existing one. Until the changes will be adopted, the Law of Education (no. 84/1995), the Law for Labour Market (76/2002) and the Law for social inclusion (116/2002) regulate counselling and guidance activities. The main institutions involved are: CREA, CPA, NEA, Ministry of Youth and Sports. Much progress has been made in the recent years, but there are still gaps between policy development and actual implementation.

Legal framework for transition, policies and strategy processes

The counselling system in Romania is based on services provided by three different networks: education, work and youth. The services, provided by these three networks, are free and accessible to different target groups: preschool children, students, young, unemployed, adults etc., based on some predefined infrastructural patterns.

The educational network characteristics:

The Law of Education no. 84/1995 (revised through the years) regulates the information, guidance and counselling activities organized by institutions that come under Ministry of Education, Research and Innovation. In all the country departments (one in each department) are functioning Centres for Resources and Educational Assistance (CREA) that are coordinating and evaluating the activity of the Psycho-Pedagogical Assistance Centres (CPA) and the counselling school offices (ministry order OMEN 5418/2005). Annex no.3, regarding the "Framework of the organisation and functioning of the centres and offices of psycho-pedagogical assistance", describes the activities developed by the CPA and by the school offices; among these, are also included activities and responsibilities regarding specifically the domain of career guidance.

Since 1999, the guidance and counselling became part of the national curricula and beginning with the school years 2005-2006/2006-2007, the first specific school contents were developed (in different steps and for all years of study - at pre-university level). The five main contents are: self knowledge, communication and social skills, learning management, career planning,

development and management, life style, contents that are intended to help the child/young in managing own career and life decisions. In order to help students transition from school to work, beginning with the school year 2007-2008 (ministry order OMECT no.1702/ 06.08.2007) the students from vocational and technical streams may unroll their practical stages in a public/private enterprise based on a Main Frame Convention between the school and the partner organization (enterprise).

Also the Virtual firms are examples of good practices implemented in Romania (both for high school and universities). Beside that, the "Lifelong Learning Portfolio" has been introduced in Romania in 2003 (Law of Education 84/1995, modified by 268/2003) at pre-university level (lower cycle of high school/ vocational training) as a measure of recognition and validation of the non-formal and informal educational contents achieved by the students.

Though the process of implementing and filling in the contents of the portfolio has its faults (from criteria to relevant information), the instrument itself is very useful in organizing and raising awareness of the young onto his own personal and professional development. In its actual form, the Portfolio is given to the young when completing compulsory education, together with a competence certificate. At the university level, a Ministry of Education order (no. 3235/2005) established that all higher education institutions must establish "guidance and counselling centres". These centres are very much focused on educational information and on supporting students in writing CVs and gaining work experience.

Labour Market Services characteristics: The National Employment Agency (NEA), through the Information and Vocational Counselling Centres, offers free counselling and information services on career to all the persons interested in changing their profession or improving their skills, regardless of their status (employed or unemployed). So, the basic services are: offering information, guidance and counselling on career (art.58/ law 76 and art. 5(2), law 116/2002).

Youth Services: Article 16 of the Emergency Ordinance no. 221/2008 regulates the functioning of The Ministry of Youth and Sports by merging together the National Youth Authority and the National Agency for Sports. Among the Ministry's activities we find: elaboration and development of national and international projects and programmes for the young, training for students in different domains etc.

The Educational System in Romania

As a general observation, the way the educational system is structured, offers students the possibility to continue their educational path or to access the labour market after finishing the compulsory education. The students from vocational and technological stream can continue their studies and also obtain a qualification. Generally, in Romania, the educational services are free, but there is also the alternative of attending courses in private education institution.

A. Pre-University education

The pre-university education is structured on 4 levels:

Preschool education: children between 3 and 6/7 years old can be enrolled in kindergartens. Pre-primary education is organized by age groups: 3- to 4-, 4- to 5-, 5- to 6-year-old age groups.

Primary education: grades 1-4; children over 6 years old can be enrolled (exceptions are allowed according to the law).

Secondary education:

- **Lower-secondary education:** gymnasium (the first phase of the lower secondary level), the lower cycle of the high school and the lower level of the vocational training. The gymnasium covers the grades from 5 to 8. This level ends with a national examination, which enables students to continue studying on two main streams: the lower cycle of high school or arts and crafts school (vocational training). Gymnasium graduates (with or without passing the national examination) qualify for enrolment in vocational training. The lower secondary education covers the grades from 9 to 10. At the end of this educational level students receive a graduation certificate together with the lifelong learning portfolio and their results transcript.
- **Upper-Secondary Education** involves the upper cycle of high schools (grades 11-12/13) and the upper cycle of the vocational training (the completion year). The graduates from the vocational stream may enter high school only after finishing the completion year.
- **Post-secondary education:** The study period may vary from 1 to 3 years, according to the complexity of the job. Students completing upper secondary education, with or without a final certification, can apply for post-secondary education (except medical post-secondary schools). Post-secondary education ends with an examination and a certificate stating the qualification in a certain field.

B. Higher Education

Bachelor degree (undergraduate level): study duration is of 3-4 years; it corresponds to a number of 180-240 ECTS and it ensures a broad qualification and possibility to further study;

Master degree (graduate level): study duration is of 1-2 years and corresponds to a number of 90-120 ECTS and it ensures a high level of specialization;

Doctoral studies (post-graduate level): study duration is of 3 years.

The Romanian educational system includes also the educational facilities for national minorities, for persons with special needs and “second chance” programmes.

Age	Class/ Group	Type	ISCED	Educational levels				National Qualification level
19		Non compulsory	6 5	University and post-university Education				5 4
			4	Postsecondary pre-university Education Tertiary non-university Education				3
18	XIII		3				Technological High school	3
17	XII	General / Theoretical High school		Arts, Sports and Theological High school	Technological High school			
16	XI					Completion year	2	
15	X	Compulsory	2	General / Theoretical Education	Art, Sports, Theological Education	Technological Education	Arts and crafts school	1
14	IX							
13	VIII							
12	VII							
11	VI							
10	V							
9	IV		1					
8	III							
7	II							
6	I							
5	Junior	0						
4	Middle							
3	Infant							

Figure 1: Description of the Educational and Training System in Romania

The key features of effective transition systems

During the educational stages of the educational system, there are some difficult “crossroads” for students. The most problematic are: at the end of gymnasium when the students have to choose between the two main streams of the lower secondary education (lower cycle of high school or vocational training), this decision becomes much difficult as usually the vocational choice is often perceived as the last option (due to negative social perception); at the end of the compulsory education; at the end of the upper-secondary education. The last two situations are influenced by the uncertainty of the young path: to continue their education or to enter the labour market. Generally (as described in the 3rd report) students finishing high school or vocational training go on with their studies but also prefer to work in the same time (this may be explained by the need of obtaining a better training in order to improve future employment chances). The best organised pathway between school and work concerns the vocational stream (Arts and Crafts School - SAM) and the possibility enter the labour market and/or to study further by finishing the completion year. For students graduating university, new laws provide advantages to employers when hiring graduates and counselling services are trying to better connect them to the world of work. Recently (2008) European Structural Found takes into account the “transition from school to work” dimension in order to implement different initiatives and create structures at national level. Guidance and counselling are seen very much as “proactive” approaches, but services in educational and employment fields are still acting separately and not in connection. The direct collaboration between school and the unemployment agencies is still a difficult task.

Basic goals (from OECD) suggested that all transition policies should aim for

To increase participation of young graduates to the labour market the employers are stimulated by the state in different ways. An important role in this puzzle is attributed also to local and regional investors. We can not say in fact that a large proportion of teenagers are also out of school or not employed but there are some factors that depend on the social and cultural background of the family, the values promoted within certain communities and areas that have an influence on it. The school abandon rate is high but, most of the youngsters continue their educational path (or at least finish the high school or vocational training). The problem of these youngsters is that the qualifications “on the paper” are not the same with the real ones and are not too much correlated with what is needed on the labour market. Some of them (at university or pre-university level) are still following the “fashion” or “the group”. Counselling and guidance prove their need in reducing such long term effects. Young are not (yet) well trained to be able to distinguish their rights and responsibilities at work, but that is correlated with the economic development at this point in our country. Also there is a need for counselling and guidance services to be spread much broader and to reach each individual by its needs.

Existing materials, statistics, documentations, studies, surveys

There are no specific statistical data on access to and usage of information, guidance and counselling services, but the strengths and the weaknesses of the guidance and counselling system are stressed out in reports made by national or international experts. These reports are highlighting the concrete aspects that the system is dealing with. OECD report , ETF and NICEC/ CEDEFOP offer a very good image on how the system has developed from a more qualitative perspective.

The basic criteria used in Romania to evaluate the results of the information, guidance and counselling services are quantitative and qualitative (as presented in the previous reports) and set by the counsellors’ community and reflect aspects they regard as relevant for the evaluated activity. There are no benchmarks to quantitatively measure the outputs in the first transition from school to world of work. Ideally the students leaving the pre-university education should have more information, develop competences and values in the five main streams of guidance and counselling curricula. Based on these competences there are no standardised national mechanisms to evaluate the results of the process, so the need for such instrument becomes compulsory in the near future. Some data regarding employment/unemployment rate and structure are provided by the National Institute of Statistics (www.insse.ro) and the NEA (www.anofm.ro); information on education (school abandon, number of graduates, rural/urban school attendance etc.) is available on the web-site of the Ministry of Education, Research and Innovation (www.edu.ro) that, together with the Institute of Educational Science manages the “State of Education” annual report.



5.11 Key Features of Slovak Educational System Supporting Transition Process

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We summarise transition of school-leavers to the labour market in Slovak Republic. New legislation was implemented in 2009 to improve interconnection of vocational education with employers need. Numbers of unemployed school-leavers are relatively high but from 2003 to 2008 is noticeable decreasing tendency. We have problem with pupils who have not finish any vocational education at all. Special attention for marginalized social groups, e.g. Roma pupils, is urgently needed. Details about situation in Slovakia are available at Institute for information and prognosis in Education (Herich J. 2008).

Legal framework for transition, policies and strategy processes

In recent years more reforms have been introduced to the area of education and labour market in Slovakia. These reforms have their legal base in new and amended laws which aim at improving situation of teenagers and young people in relation to transition to labour market.

Employment services act 5/2004 (Zákon o službách zamestnanosti c.5/2004 Z.z.) defines school-leavers as a disadvantaged group in the labour market. For disadvantaged groups there exist more direct and indirect (targeting at potential employers) measures supporting them in their training and employment. Especially for school-leavers a measure called “school-leavers praxis” has been developed, where employers obtain financial benefits in case they offer internship for school-leavers. Aim of this internship is to supply school-leavers with work experience and skills in real work environment. In September 2009 a new vocational training act (Zákon o odbornom vzdelávaní a príprave c. 184/2009 Z.z.) has come into operation. In this act long awaited changes has been implemented. Namely, curricula of vocational schools should be now prepared in cooperation of vocational school, regional government, employers and labour unions and thereby ensure harmonizing training and education with praxis requirements. Professional organisations are also obliged to elaborate plans of labour market needs for five years periods and regional vocational training strategies will be based on these plans. Act targets also at companies and employers – those who contribute to vocational training will get tax benefits. Board of vocational education was constituted to assure wide and formal feedback from labour market. Conception material Key Areas and Action Plans of State Policy in Relation to Children and Youth in Slovak Republic for Years

2008-2013 (Kľúčové oblasti a akčné plány štátnej politiky vo vzťahu k deťom a mládeži v Slovenskej republike na roky 2008-2013) has been approved by Slovak government in 2008. It defines goals, principles and priorities in youth policies. Action plan for youth policy for years 2008-2009 based on this material aims at complex and integrated support for young people in different areas of their lives including education and employment. In the area of education action plan sets as goals (among others) recognition of informal education, access to lifelong learning for all and support of vocational education in particular regions. In the area of employment the action plan sets as goals support of entrepreneurial activities of young people (through guidance and educational programmes), more attention paid to information and guidance services, information on vocational choice and occupational qualifications for young people, cooperation of employers and schools, support for employers by employing young people, promotion of YOUTHPASS as a tool for recognition of skills, and more measures targeted at particular regions in Slovak republic.

The educational system of Slovakia

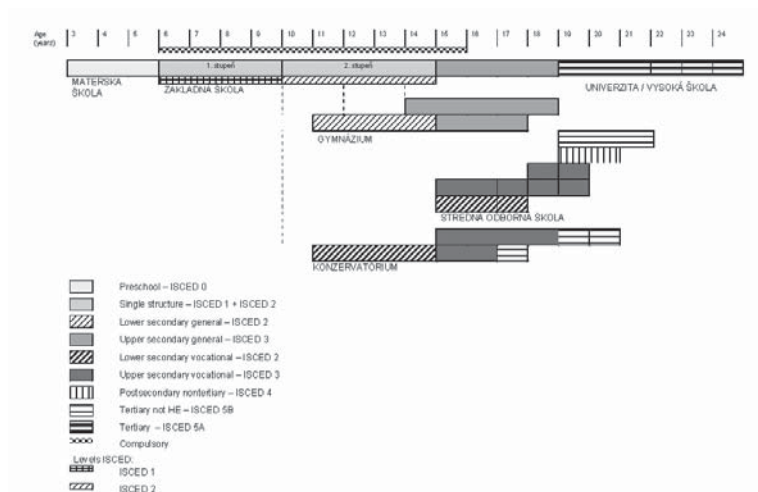
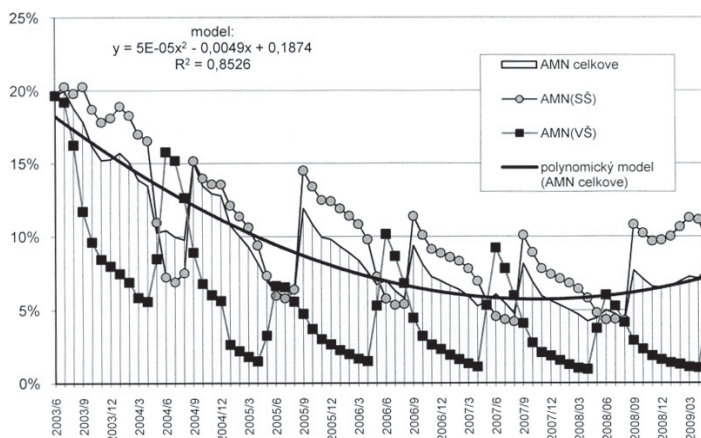


Figure 1: Educational system 2008/2009 (source Eurydice network)

The key features of effective transition systems

Macroeconomic situation in Slovakia has recently lead to very optimistic visions – economic growth from 2002 was more than 4% each year with peak in 2007 when economic growth has reached almost 9%. It was also very positive that Slovak education system and labour market reported in 2008 the same unemployment rate of school leavers as general unemployment rate. (Herich J. 2008). Unfortunately, year 2009 has been marked by world financial crises and growing unemployment which affects also young people strongly.

For situation in Slovakia has been typical weak connection of vocational training with labour market needs as well as with further education. Tertiary vocational education is very rare. Therefore popularity of vocational education fell rapidly after social changes in 1989. New vocational training act (2009) should have started up new developments in vocational education. Unfortunately, there are still missing measures for teenagers and young people at risk. Among OECD recommendations for Slovak system (OECD 2007) there are second chances schools, intervention programmes for those at risk and even pre-school intervention programmes .



AMN celkove – Unemployment rate in total

AMN (SŠ) – Unemployment of school-leavers secondary level

AMN (VŠ) – Unemployment of HE school-leavers

Polynomický model – polynomic model

Figure 2: Development of unemployment rate of school leavers (AMN) in years 2003 – 2008 (Herich J. 2008)

Strengths of our guidance system are long tradition in providing guidance services, relatively widespread and easily accessible network of guidance facilities, interconnectedness of guidance providers and schools. Nonetheless there is a need for further development of cooperation among all the partners in providing career guidance on national, regional and local levels. There is also demand for better coordination between the Ministry of Education and the Ministry of Labour, Social Affairs and Family. Development of system for collecting, creating and spreading of information on particular occupations and future labour market needs is among suggested recommendations of OECD for the Slovak Republic (OECD 2007). Another important current issue is national qualification standards and further education of guidance practitioners. More emphasis could be laid also on effective forms of guidance (distance counseling, self-assessment, internet based counseling, etc.)

In Slovakia, institutional framework to support the transition lacks. Cooperation between key players in transition process is insufficient. In some regions with high unemployment existing schools offer inappropriate education without connection to local labour market but number of students is still high due to low mobility and missing information and guidance. Firms and companies do not follow policy of investment in education of future labour force. Schools complain about inadequate resourcing. Some progress has been reached in the field of automotive industry where some involvement of important companies occurred.

In Slovakia, children and youth are a group at the highest risk of poverty; young people as a group are among the most threatened by long-term unemployment (Zuzana Kusá et. al 2007). To beat these alarming data down National Action Plan for Social Inclusion and National Action Plan of Employment has been approved. Slovakia has also joined the European Commission initiative from 1995 on second chance schools, which are aimed at providing additional education for young people without completed basic qualification. Nonetheless some poignant problems remain. These involve lack of accessible housing due to what most young people live with their parents even after completion of their studies; weak interconnectedness between vocational schools and labour market; lack of early and long-term prevention programmes for youth without acquired qualification; etc.

In general, in Slovakia there is a high number of young people completing secondary education. In 2008 Slovakia was among the countries with the best performance in upper secondary attainment benchmark (85% of completion by 2010) – 92,3% (European Commission, 2009). This is thanks to 10 years of compulsory education, where primary schools lasts 9 years (9 grades) and 1 year has to be spent at secondary school of any type. Pupils mostly complete their studies at secondary schools. In spite of this positive indicator, quality of education in Slovakia has come to question. PISA studies 2006 showed slightly below-average mathematic skills and what is worse, Slovakia has been among the last countries in literacy skills (OECD 2007).

In Slovakia, it has not been very common to combine school studies and work. Another part of the problem is that there exists no dual educational system in Slovakia so students have no or just a few contacts with employers. In recent years government approved some reforms in area of student work and introduced new types of work contracts. Due to their flexibility they are applicable especially for young people and one of these contracts is aimed particularly at student's temporary work. Disadvantage of such contracts can be a decrease in interest of employers to employ young people in full-time jobs and therefore misuse of such contracts.

Rate of youth unemployment (15-24 years) is at a very high level (27% - data for 2006, source: OECD, 2006). What is even worse, more than a half of all unemployed young women and men are unemployed for longer than a year. Unemployment is the biggest threat for young people with vocational education. Even though part-time or temporary jobs could be good starting point for many youngsters employers use possibility of employing young people in short-term jobs only very rarely (13%) (OECD, 2006). Lifelong education participation of young people is at a very low level – around 8% (OECD, 2006).



We can see that despite (slightly) higher educational level of young women these represent higher numbers of unemployed than young man. In general, there is a low level of employment among women in the age of 20-29 and in the last years this level even decreases (25-29 years old women – 60% in employment) (OECD, 2006). One of the most probable causes is prolonged maternity leave, which takes 3 years and therefore can constitute a potential obstacle to employment. In Slovakia, there are big regional differences in employment. Some regions (mostly rural areas) have stable low employment rates. Despite this fact intranational mobility is still very low. Particular social groups – especially Roma population – are stuck in a vicious circle of low education and unemployment.



5.12 Pathways from School to the World of Work in Spain

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Education is crucial for young people's transitions into the labour market and successful integration and participation in society. Spanish legislation and programs in education emphasizes links with working life, with research and society in general, developing entrepreneurship, improving foreign language learning, increase mobility and exchange and strengthening European cooperation.

Legal framework for transition, policies and strategy processes

All Spanish legislation and national and regional programs in education have as one of its main principles the transition from school to work and LifeLong Learning. The following are some laws that regulate the education and training in Spain at all levels of education: Law on Education (BOE N° 106, 2006); Law on Quality in Education (BOE N° 307, 2002); Law on Universities (BOE N° 307, 2001); and National Plan of Vocational Training and Integration (BOE N° 238, 2004). The Law of Education emphasizes links with working life, with research and society in general, developing entrepreneurship, improving foreign language learning, increase mobility and exchange and strengthening European cooperation.

From the Andalusian regional government in order to achieve the objectives of the preceding paragraph, we have programs to develop entrepreneurship among young people. For more information, please click the link bellow
http://averroes.ced.junta-andalucia.es/cultura_emprendedora/

The educational system in Spain

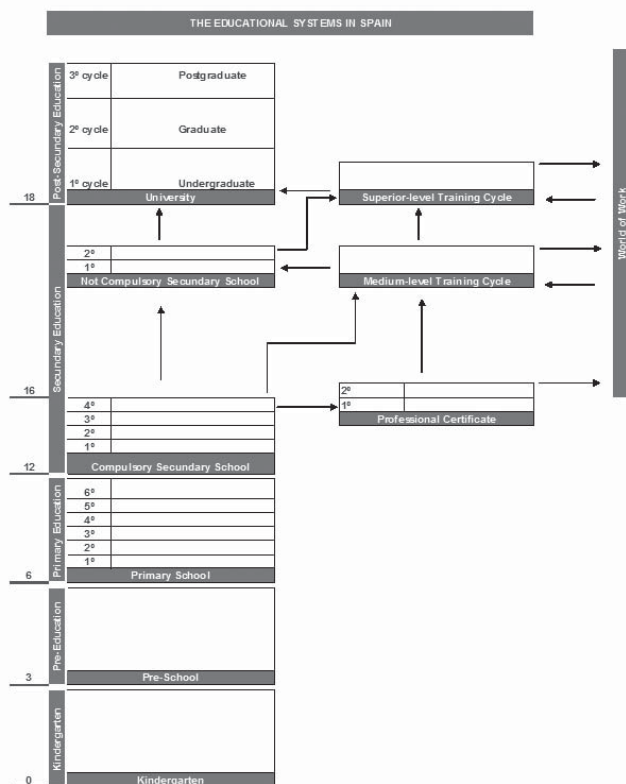


Figure 1: Educational System in Spain, Source: Law on Quality in Education (figure 1 shows the ways that connect the different stages of education with the world of work)

The key features of effective transition systems

Below we describe those key features (OECD 2000) to perform effectively the transition from education to first significant employment in Spain. It should be advisable to clear that these features have a structural character, whose actions are effective in the medium and long term.

A healthy economy:

There are many studies showing that one of the more important factors that influence on the duration of the transition process is the business cycle (Corrales, H.). We are currently going in a period of economic crisis with high unemployment rate. This unemployment affects more damaging on groups such as youth, and between young people with less study. From the state and autonomous government of Andalusia are taking measures for young people to access the job market more easily.

Well organised pathways that connect initial education with work and further study:

Many studies reflect the level of education is one of the variables that more influence in the effectiveness of the process of transition from school to work. A higher level of education is more effective in this period. It is important to emphasize the difficult access to the labour market for young people with studies but without professional experience. Spanish government is carrying out programs designed to connect education with the workplace or other subsequent studies. These programs include internships' programs in enterprises. The internships are favourable to students to acquire skills and competencies required to face the real problems of a profession, while allowing the first contact with reality at work, the immersion in a work environment relation to their formation. Therefore, we believe that, working practices link the theoretical knowledge taught in the classroom, with the labour market and the demands of business. Some programs in business develop in our country are: internships Erasmus, Faro (www.becasfaro.es), Argo (www.becasargo.net), Hercules (www.faffe.es/opencms/opencms/es), Practiquemos (www.practiquemos.org), Integrants (www.integrants.es); and other programs to link education with other later studies more specialized are: Talentia (www.becastalentia.com), Fulbright (www.fulbright.es), MAE (<http://www.becasmae.es/>).

Tightly-knit safety nets for those at risk:

There are specific programs about job placement for people who are among disadvantaged groups (young people, women, ethnic minorities, disabled, drug addicts, etc.), for more information please click the link below www.fadaiis.junta-andalucia.es/fadaiis/index.php?id=13&L=1.

Good information and guidance:

In Spain there are several agencies that carry out programs to promote employment, labour insertion and training for employment. Many of these programs are aimed at young people and have a positive impact on the transition from school to work. The problem is that the information is not centralized and sometimes is not easy access to it. So there is a lack of these programs by young people. Some of these tools at regional level, in Andalusia, are: Sistema Andaluz de Empleo; Andalucía Orienta; Red Eures; Counselors working in the secondary education institutes, universities, etc.; Instituto Andaluz de la Mujer (Andalusian Women's Institute); Instituto Andaluz de la Juventud (Andalusian Young's Institute); Fundación Andaluza Fondo de Formación y Empleo (training and employment Andalusian foundation) (www.faffe.es); Job fairs (virtual or presence fairs), an example of a virtual fair is www.feriavirtualupo.com.

Effective institutions and processes:

In recent years, there is more coordination between the education system and the production system. So there is an implication and coordination between the government, trade unions, business organizations, universities, teachers, students, parents, etc.

Youth friendly society and economy:

We consider that Spain and Andalusia is a society that cares for young people, but we are still below than other European countries. From various agencies, including the Andalusian Institute of Youth, young people can receive advice and information on all aspects concerning them (educational, social, economic, etc.).

Good quality of basic education and individualised educational support:

In recent years there is a major concern about quality in education. These concerns are reflected in the Law on Quality in Education.

The situation in Spain in relation to the basic goals that OECD has suggested all policies should aim for

Education is crucial for young people's transitions into the labour market and successful integration and participation in society. However, a significant number of young people leave education systems without having acquired the skills needed for a smooth transition into employment (COM, 2007, 498). In Spain the percentage of population between 18 and 24 years that has completed the first phase of secondary education and does not follow any study or training is 29.9% (source: National and international education indicators, 2008. Institute of Evaluation) while in the EU this percentage is 15.3%. Indicator of early school leaving is related to one of the European benchmarks in education and training program for 2010 aims to reduce the percentage of leaving to 22% in Spain and to 10% in the EU. Nearly four in ten young people (ages 20-24) in Spain have not completed upper secondary education level. Studies indicate that these students have significant deficiencies that pose a major obstacle to access to vocational training or higher education and force them to face a precarious future in the society and the modern labour market (COM, 2007, 498). In Spain, the transition from school to work, far from being an instant phenomenon, has become a long and difficult process, not only for young people with primary education, but also for young people with higher education (Rahona, M., 2004). According to data from the Module of Transition from Education to Job Market (INE, 2000), a Spanish young takes an average of 28.6 months to find the first significant employment, although there are strong differences in terms of their educational level. So for those who have only primary education, the average time to obtain the first job is 40 months, whereas for individuals with higher education is reduced to 23.2 months. Finally, regarding gender differences, the information contained in this statistical source reveals that, generally, men find a first significant employment more quickly than women, although the differences are minimal in the medium level of education. Although there are still significant differences in income distribution by gender, social status and region, from government is actively working to minimize these differences.

An entrepreneurial spirit is the main driving force behind innovation, competitiveness and economic growth. There is a relation between the entrepreneurial spirit and economic results in terms of growth, consolidation of

the business fabric, innovation, job creation, technological changes and increase in productivity (PIMA (http://web.cice.junta-andalucia.es/descarga/contenidos/CONSEJ/AC/biblioteca/modernizacion/pima_english.pdf)). In Spain the rate of early stage entrepreneurial activity is 5.4% according to the report GEM (Global Entrepreneurship Monitor (www.gemconsortium.org), Spain 2005). Although Spain is the 4th country with a rate of entrepreneurial activity highest in Europe, is important that Spanish young people see the entrepreneurial activity like a way of access to the labour market. In recent years, from the education field are being carried out reforms that seek to develop creativity, personal initiative and entrepreneurship in the educational level of primary, secondary and vocational education. This interest is reflected in the Organic Law of Education, 2006. To achieve this goal from the Spanish government is encouraging the entrepreneurial spirit. Only 15% of workers are employers or self-employment in the European Union, falling to a 4.2% for young people. Although in Spain the rate of early stage entrepreneurial activity is the 4th in Europe, reaching 5.4 (GEM, 2005), it remains to be done. Spanish university and educational administration in coordination with agencies involved in promoting entrepreneurship, develop programs that affect in entrepreneurship at all education levels. Some examples in Andalusia are GENERACION E (<http://generacion-e.es>).

Existing materials, statistics, documentations, studies, surveys

Survey on the Transition from Education/Training to Labour Market Insertion 2005. STETLMI-2005 is a pioneering survey on the study of labour market insertion of young people relating to the options considered within the education system and the transition from study to work. The survey's main objectives are: to study the educational and labour options considered; to analyse the characteristics of jobs found and their adaptation to the training received; to study periods of unemployment and inactivity once young people have left the education system (www.ine.es).



6. Consequences Concerning EU Policies

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Peter Härtel

Strategy approach within the network in general

Strong reference points of the Comenius network School & WOW were the priority areas for actions of the lifelong learning goals of European Union especially to strengthen the quality and competence in the initial education system to prepare young people for needs and demands of skills and qualifications in a world of work in a deep and rapid change, to support young people and their families, parents by preparing a decision for further training and career pathways and for the access to employment and world of work.

This approach includes in principle all relevant stakeholders in the fields of possible co-operation between school linked with the world of work, and with partners, who could support successful pathways of young people from initial education to further training and the world of work e.g. social partners, public employment services, companies and enterprises etc.

The European perspectives in this field were pointed out in a lot of documents and resolutions at the starting point of the network in 2007, e.g. in the papers of Lisbon-strategy in general, in the White Paper - a new impetus to European Youth, in the joint interim reports for general and vocational education 2010 etc.

Special aspects concerning European strategies

The most relevant aspects of European added value from this perspective were the following:

- A clear and concrete common discussion about the relevance and effects of the European educational Lisbon process benchmarks, especially those, who are related to young people (early school leavers, completions upper secondary, reading competence, add. maths and science ...) in comparison to the performance of smooth transition of young people from initial education to the world of work
- Exchange of experience of good practice for co-operation of school and world of work, reflection of results and recommendations of former Comenius programmes and projects (see Comenius Networks "School and Business" and "Career Guide") and recommendations for applications of results of this activities in additional fields of cooperation and networks between school and the world of work in partner countries and other European areas.

- Definitions and recognitions about the essential key elements of smooth and successful pathways of young people from initial education to the world of work, better preparation, better transition, better professional succeeding, better successful ways of lifelong learning for more young people in Europe.

Special fields of recognition in the perspective of European added value are especially:

- The role of application orientated base competences in reading, calculating and problem solving concerning to the needs and demands of the labour market and world of work.
- Orientation and knowledge of pathways and transition from school to world of work as an element of general education in all types of school, starting early and timely before the concrete step from school to further training and to the world of work.
- Better information for responsible persons, school system, teachers, head masters, policy makers etc. about the key elements of education and training to prepare young people for the needs and demands of a changing world of work.
- Better information for enterprises and responsible persons in vocational and professional education and training about options and possibilities to prepare young people for a way of application and recruiting into the world of work.
- Comments, consequences and recommendations for policy makers and responsible persons in the field of education policy, further training, economics etc. about the key criteria for successful and smooth transition of young people from initial education to the world of work, including the aspect of guidance and counselling throughout the process of preparing decisions for further vocational training and professional pathways.
- Detailed and structured overview about different situations in partner countries concerning to the education system, educational European benchmarks and real and concrete situations of young people in labour market and employment – recommendations and consequences for policy and development in the field of education system and public employment services and other fields of Youth and employment politics.
- Documentation and dissemination of good practice examples of activities in the educational system and employment services to support co-operation between school and the world of work and successful pathways of young people from initial education to working life. The European added values at this network should be effective on at least three levels:
 - Exchange of concrete experiences and activities in the field of co-operation, links from school to world of work in the partner countries of the network, related to the educational benchmarks of the Lisbon agenda and the employment situation of young people after initial education.
 - Exchange of good practices, activities, models, strategies, policies to improve structures, policies and strategies for best access of young people to the world of work and the labour market after their school or vocational training career.

- Concepts, consequences, recommendations for all European member states to improve the systems and strategies at the interfaces between school system and world of work both regarding to reach the European educational benchmarks and to give young people the chance for a successful access to the world of work and the labour market.

Education, employment, social cohesion naspects

The described added value for Europe is not only a value for the employment sector, for the field of economics and business and the labour market (this is of course very important) but additional – and very fundamental – for the task of social cohesion and participation of young people in a common European society, also as a basis for successful processes of lifelong learning over all phases in the individual life span.

The importance of these contributions has increased dramatically in the last two years caused by the world wide financial crisis, the consequences for real economy and jobs for youth. All partner organisations have to improve their efforts for transfer and implementation of results and outcomes of the network and to keep in strong contact with stakeholder and policy maker at national and European level, who can influence the processes at European level.

Additional to these aspects the project work gives contributions to other European policies. Preparation of young people for the world of work in school is a core task of teachers and trainers, so the policies for quality of teachers and trainers is an essential address for disseminating and implementation of results and recommendations – especially criteria and indicators for quality of services and measures to support young people in school and in the process of transition – of the network School and the World of Work.

Key competences are a core element of possible successful processes of transition from initial education to the world of work – the European framework of key competences is an essential instrument for this process.

The network activities are addressed to all Lisbon educational benchmarks concerning to youth, especially early school leavers, reading literacy competence, completion of upper secondary, quotes of students in maths and science at tertiary level. The network activities are also addressed to the goals of “learning to learn”, equal opportunities between man and woman – this is a core element of professional guidance and transition processes – and to the Lisbon partnership for growth and jobs. This includes the aspects of entrepreneurship education as well as the task of inclusion and social cohesion – all this aspects are essential topics within the network activities in a whole and in the “clustered working groups”.

New European Strategies EU 2020 / ET 2020

With the new European strategies 2020 new aspects came into the network activities “School & World of Work”. At least two of the seven “Flagship initiatives” are addressed directly to the target group of the network:

- “Youth at the move”
- and
- “An agenda for new skills and jobs”,

all flagship initiative are relevant at least indirectly for all recognitions and results. Highly relevant are the strategic objectives within the European education and training strategies for the issues concerning School&World of Work:

- Making lifelong learning and mobility a reality
- Improving the quality and efficiency of education and training
- Promoting equity, social cohesion and active citizenship
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

Two of the reference levels (“European Benchmarks”) are also directly addressed to the target groups of School&World of Work:

- Low achievers in basic skills (less than 15 %)
- Early leavers from education and training (less than 10 %)

Additional Benchmarks are strongly related to the quality and effects of transition at the interfaces between school and the world of work.

Within the network “School and the world of work” these strategic background was highly reflected, all activities, surveys, discussions, conferences, reports and outcomes are orientated at the reference points of European strategy, especially in the phase of preparation and implementation of EU and ET 2020, and policies as well as at the national policy programs and key issues.

But the approach within the network “School and the world” of work” was more than reflect the common European and reference points. The objective was, to collect and develop references for good practice and for successful processes and results for preparation of students in school and for the process of transition itself. “School and the world of work” is from this perspective not only a contribution, but itself a part of European strategy, with the aim and objective, to support the improvement policies, processes and practice at national, regional and local level, with tools and instruments, like this handbooks and the recommendations, for policy maker as well as for practitioners at school, including all relevant stakeholder like public employment services, social partners and parents.

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